

Proficiency Scales

Future Ready Navigator

Future Ready Navigator: Demonstrates financial, civic, and other life skills needed to navigate adulthood and contribute positively to their community

Grade K-2

Score 4 (Advanced)

Student independently applies life skills to solve new problems or suggest improvements in their classroom or community, such as creating a simple plan for a classroom fundraising activity, organizing a group project to help others, or coming up with new ideas to include more classmates in group decisions.

Student Version:

I can think of new ways to help my class or community and make plans to do it on my own.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student can consistently demonstrate age-appropriate actions that show responsibility with money, civic participation, and positive community contributions, such as saving money, participating in class votes or group decisions, and helping others in school or at home.

Student Version:

I can show ways to manage money, help others, and join in making choices at school or in my community.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: money, save, share, vote, help, community. Foundational skills include: identifying types of coins and bills, understanding the purpose of saving money, recognizing community helpers, learning the importance of taking turns, and showing ways to be responsible. For example, students can name different coins, describe how to help a neighbor, and tell what it means to be a good friend.

Student Version:

I can remember and use important words like save, vote, and community. I can name coins, tell how to help people, and say what being responsible means.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Learning life skills helps you make good choices, help your friends and neighbors, and feel confident when solving problems at school and in your community. These skills prepare you to take care of yourself and others as you grow up.

Score 4 (Advanced)

Student applies financial, civic, and life skills in new or complex situations, such as planning a collaborative community project, making a long-term financial investment plan, or advocating for a civic issue. For example, the student organizes a fundraising event for a local cause or presents a proposal to improve their school or community.

Student Version:

I can use what I have learned to solve new problems, like planning a community project or creating a plan to save for something important in the future.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student demonstrates the ability to create and implement a realistic personal budget, participate in a civic responsibility (such as voting or volunteering), and make informed decisions to address common life scenarios independently. For example, the student completes a budgeting project based on a sample income, volunteers at a local organization, simulates completing an official form such as voter registration, and creating necessary documents (such as a résumé) in order to plan for and successfully transition into adulthood.

Student Version:

I can create a personal budget and show that I can make decisions about money, voting, or volunteering that help me in real-life situations.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall core vocabulary such as budgeting, savings, voting, volunteering, résumé, and goal-setting. Foundational skills include: identifying ways to create a personal budget, explaining the importance of savings, recognizing the steps to participate in local elections, describing community service, and listing daily life responsibilities. For example, students can define 'budget,' list steps to register to vote, create a résumé, and describe what it means to volunteer.

Student Version:

I can remember and use important words like budgeting and volunteering. I can explain basic ideas about saving money, civic duties, and responsibilities in everyday life.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Learning about money, civic duties, and life skills helps you become an independent adult and a positive member of your community. These skills prepare you to manage your own finances, make informed choices, and get involved in making your neighborhood and world better.

Score 4 (Advanced)

Student will independently design and carry out a project that addresses a real-world financial, civic, or community need using the life skills learned. For example, organizing a class fundraiser to support a cause, leading a classroom election, or starting a community improvement project.

Student Version:

I can lead a project to help my class or community, like raising money for a cause or organizing an election.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will demonstrate the ability to apply key life skills by creating a simple budget, describing how voting works, and explaining how responsible actions affect their community. For example, the student creates a weekly spending plan, explains the voting process in class, or describes a way to help their neighborhood.

Student Version:

I can make a simple budget, explain how voting works, and tell how being responsible helps my community.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: budget, savings, vote, responsibility, and citizenship. Foundational skills include: identifying wants vs needs, recognizing basic financial terms, understanding what it means to be a good citizen, and naming responsibilities in the community. For example, students can define 'budget', explain 'citizen', and give examples of being responsible.

Student Version:

I can remember and use words like budget and vote. I can explain simple ideas like saving money and being a good citizen.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Knowing life skills like managing money and being a good citizen helps you make smart choices now and in the future. You'll use these skills when you save your allowance, vote in class, help your neighbors, and work with others to make your community better.

Score 4 (Advanced)

Student extends application of life skills by designing and implementing a personal or community project (such as organizing a community clean-up, presenting a financial literacy workshop, or advocating for a local cause) and reflecting on its impact, demonstrating leadership and advanced problem-solving.

Student Version:

I can use my life skills to make a difference by leading a project or event that helps my community and explaining what I learned from the experience.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student demonstrates ability to independently apply financial, civic, and life skills by developing a personal budget, participating in a civic process (such as voting or community service), and creating necessary documents (such as a résumé) in order to plan for and successfully transition into adulthood.

Student Version:

I can use financial, civic, and life skills-like budgeting my money, voting, and writing a résumé-to prepare for adulthood.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall foundational vocabulary and concepts including: budgeting, voting, credit, résumé, volunteering, and savings. Foundational skills include: identifying ways to save money, filling out a job application, describing the voting process, naming basic civic responsibilities, and explaining the purpose of a résumé. For example, students can list reasons to save money and describe how citizens vote in an election.

Student Version:

I can remember and use important words like budgeting, résumé, and voting. I can explain basic things like how to save money and how people vote.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Learning these life skills helps you manage your money, find a job, and participate as a responsible citizen. You'll use them when you live on your own, vote in elections, work in a career, and contribute to your community.

Score 4 (Advanced)

Student will analyze and solve real-world scenarios requiring integrated use of financial, civic, and life skills. For example, managing a group project budget while planning a class fundraiser or proposing a community improvement project with a step-by-step action and funding plan.

Student Version:

I can use financial, civic, and life skills together to solve real problems, like planning an event or creating a project to help my town or school.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will demonstrate the ability to apply financial, civic, and life skills by creating a simple personal budget, developing a plan to participate in a civic activity, or outlining steps for a basic contribution to their community.

Student Version:

I can make a simple budget, plan a way to help my community, or describe how I can take part in civic activities.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: budgeting, voting, volunteering, responsibility, and savings. Foundational skills include: identifying needs vs. wants, listing rights and responsibilities of citizens, recognizing the concept of community service, distinguishing between income and expenses, and understanding the purpose of basic financial tools (like a savings account). For example, students can define what a budget is, explain why voting matters, and describe ways to volunteer.

Student Version:

I can remember and use important words like budget, voting, and volunteering. I can explain the difference between needs and wants, and know some ways to help in my community.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding life skills like budgeting, voting, and volunteering helps you make smart choices, take care of yourself, and make your community a better place. These skills will help you succeed on your own and work with others, both now and as an adult.

Score 4 (Advanced)

Student will synthesize personal strengths, interests, and aspirations to adapt and revise their life pathway in response to new opportunities or challenges. For example, students reflect on feedback or changing circumstances and update their plan with improved strategies or new goals.

Student Version:

I can update my plan for the future when things change, using what I learn about myself and new opportunities.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will analyze personal strengths, interests, and aspirations to formulate a meaningful and achievable life pathway. For example, students create a plan that integrates their talents and interests with future goals.

Student Version:

I can analyze my strengths, interests, and goals to create a plan for my future that fits who I am.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: strengths, interests, aspirations, pathways, and goals. Foundational skills include: identifying personal talents, listing areas of interest, defining short- and long-term goals, and describing examples of meaningful pathways. For example, students can list their own interests and give examples of different career or education pathways.

Student Version:

I can remember and use important words like strengths and interests. I can name my talents and things I like, and I can give examples of different life or career paths.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding your strengths, interests, and goals helps you make choices that lead to a satisfying and meaningful life. You'll use these skills when deciding on a career, college, or any important life decision, and it sets you up for success and happiness in your future.

Score 4 (Advanced)

Student can analyze how their strengths, interests, and aspirations might change over time and design a plan to pursue new opportunities or overcome challenges to achieve meaningful goals. For example, a student creates a growth plan for improving a weakness or identifies new interests and adjusts their goals accordingly.

Student Version:

I can figure out how my interests and strengths can change and make a plan to try new things or work on things that are hard for me.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student can clearly identify their own strengths, interests, and aspirations, and explain how these can help them set personal goals for their future. For example, a student can describe what they are good at, what they enjoy, and what they hope to achieve, and explain how these aspects connect to making choices for school or hobbies.

Student Version:

I can talk about what I am good at, what I enjoy, and what I want to do in the future, and explain how these work together to help me make choices.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: strengths, interests, goals, talents, and aspirations. Foundational skills include: identifying personal likes and dislikes, explaining what they are good at, listing things they enjoy, and describing simple long-term hopes. For example, students can name activities they enjoy, identify things they do well, and talk about someone they look up to.

Student Version:

I can remember and use words like strengths, interests, goals, and talents. I can name things I am good at and things I like to do.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Knowing what you are good at, what you enjoy, and what you hope to do helps you make better choices now and in the future. These skills help you feel confident, try new things, and set goals that make your life better and more fun!

Score 4 (Advanced)

Student will reflect on their personal pathway plan by evaluating and revising it based on new information, experiences, or changing interests, and communicate how their plan might evolve over time. For example, the student updates their plan after a job shadowing experience and explains what changes they made and why.

Student Version:

I can change and improve my plan for my future when I learn new things about myself or my options, and I can explain why I made those changes.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will develop a personal pathway plan that aligns their strengths, interests, and aspirations with specific goals and possible future opportunities. For example, the student creates a written or digital plan that details how their personal qualities might relate to education or career options.

Student Version:

I can create a plan for my future that connects what I'm good at and what I care about to possible careers or education goals.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: strengths, interests, aspirations, pathway, career, and goal-setting. Foundational skills include: identifying personal strengths, listing interests, understanding aspirations, defining pathway options, and recognizing goal-setting basics. For example, students can identify their own interests, describe a personal strength, and explain what an aspiration is.

Student Version:

I can remember and use important words like strengths, interests, aspirations, pathway, and career. I can list things I'm good at and things I like to do.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding your strengths, interests, and goals helps you make smart choices about your future. These skills help you find opportunities that fit you and prepare you for life after high school, whether you choose college, a job, or another path.

Score 4 (Advanced)

Student can analyze how developing strengths, interests, and aspirations can open multiple potential pathways and adapt their plan as they learn and grow. For example, the student compares two possible pathways based on changing interests or evaluates how overcoming a personal challenge could change their goals.

Student Version:

I can explain how my strengths, interests, or goals might change and what different pathways I could take to reach my dreams.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student can create and explain a personal plan that connects their strengths, interests, and aspirations to a possible pathway for life. For example, the student develops a simple action plan describing how their favorite skill and interest could relate to a future goal.

Student Version:

I can make a plan that connects my strengths and interests to a goal or pathway for my future.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: strengths, interests, aspirations, goals, values, and pathway. Foundational skills include: identifying personal strengths, listing interests, defining aspirations, recognizing the importance of goal-setting, and understanding how values shape decisions. For example, students can name a personal strength, list hobbies they enjoy, and tell what an aspiration is.

Student Version:

I can remember and talk about important words like strengths, interests, and aspirations. I can name things I'm good at, what I like, and what I hope to do someday.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Knowing your strengths, interests, and dreams helps you make choices now that shape your future. This skill lets you discover what you're good at and love to do, so you can set goals, stay motivated, and make a positive impact as you grow up.

Score 4 (Advanced)

Student will apply understanding of their strengths and interests by setting and working toward a personal goal that is meaningful to them, reflecting on their progress, and identifying new interests they might want to explore. For example, a student can say, "I want to learn to play the piano because I like music, and I will practice every day to improve. "

Student Version:

I can set a goal that is important to me, try to reach it, and think about new things I might like to try.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will identify their own strengths and interests and explain how these can help them set simple personal goals. For example, a student can say, "I am good at building with blocks, so I want to make a tall tower," and describe how they will work toward that goal.

Student Version:

I can tell what I am good at and what I like, and I can set a simple goal for myself using my strengths and interests.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: strength, interest, goal, choice, and talent. Foundational skills include: identifying things they are good at, naming activities they like, understanding what a goal is, and recognizing that people have different abilities. For example, students can list things they enjoy (like drawing or running) and say what makes them feel proud.

Student Version:

I can remember and use words like strength and interest. I can tell what I am good at and what I like to do.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Knowing what you are good at and what you like helps you make choices and set goals for yourself. These skills can help you feel proud, try new things, and start thinking about the things you want to do in the future.

Score 4 (Advanced)

Student makes advanced inferences about the broader impact of digital and AI tools on society and personal life, anticipates potential ethical dilemmas, and proactively suggests innovative or responsible solutions for improved, equitable digital tool use. For example, they design guidelines for ethical AI use in group projects or analyze a current event involving AI bias and propose solutions.

Student Version:

I can think about how digital and AI tools affect me and others, spot ethical issues, and suggest new ideas or solutions to use them more responsibly.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student can independently use digital and AI tools to research, learn, or create meaningful products while appropriately evaluating, reflecting on, and following ethical, safe, and effective practices for digital tool use.

Student Version:

I can use digital and AI tools to learn and create things on my own, while making sure I use them in a safe and responsible way.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: algorithm, data privacy, bias, digital footprint, copyright, and plagiarism. Foundational skills include: identifying common digital tools, describing the difference between AI and traditional software, explaining safe internet practices, and recognizing the importance of privacy and security. For example, students can define 'algorithm' and 'digital footprint,' and describe what makes AI tools different from other apps.

Student Version:

I can remember and use important words like 'algorithm' and 'privacy.' I can explain what digital and AI tools are and talk about why privacy and safety matter online.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to use digital and AI tools thoughtfully helps you stay safe, create amazing things, and make smart decisions online. These skills are important for future jobs, protecting your information, and making a positive impact in a world where technology is always changing.

Score 4 (Advanced)

Student independently analyzes and reflects on the broader impacts, ethical considerations, and societal effects of digital and AI tool use, and guides others in making responsible choices. For example, students lead a discussion or create a presentation about AI bias, digital citizenship, or ethical dilemmas in technology use.

Student Version:

I can explain how digital and AI tools affect people and society. I can help others make smart choices about using technology.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently use digital and AI tools to find information or create original work, while evaluating their appropriateness and the credibility of sources. For example, students select reliable digital sources for a research project and use an AI tool to help organize or enhance their work, explaining why they chose those resources.

Student Version:

I can use digital and AI tools to learn or create, and I make sure the information or tools I choose are appropriate and trustworthy.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: algorithm, privacy, digital footprint, bias, copyright, and source. Foundational skills include: identifying different types of digital and AI tools, describing basic online safety practices, recognizing examples of digital work, and understanding what makes information credible. For example, students can list common AI tools, define privacy, and identify a copyright symbol on a website.

Student Version:

I can remember and use important words like algorithm, privacy, and digital footprint. I can talk about different digital and AI tools and explain how to stay safe online.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to use digital and AI tools responsibly helps you protect your privacy, find reliable information, and create your best work. These skills are important for everyday life, learning, and future jobs-plus, they help you make good choices in our tech-filled world.

Score 4 (Advanced)

Student will analyze and reflect on the impact of digital and AI tools by discussing possible risks or benefits and suggesting guidelines or improvements for their safe, fair, and ethical use, such as proposing class rules or evaluating how a specific AI tool could help or harm learning.

Student Version:

I can think about how digital and AI tools can be helpful or harmful, and I can give ideas for how to use them responsibly in my classroom or at home.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will appropriately use digital and AI tools to learn, create, and solve problems, while explaining why responsible use (like keeping information private and thinking about accuracy) is important in their own words.

Student Version:

I can use digital and AI tools to help me learn new things or make projects, and I know how to use them safely and explain why that matters.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: internet, device, privacy, digital footprint, copyright, AI. Foundational skills include: identifying different digital tools (like tablets and computers), understanding login/logout procedures, knowing the importance of keeping passwords private, explaining what information is personal, and recognizing examples of using AI such as voice assistants. For example, students can identify a tablet and explain why they shouldn't share passwords online.

Student Version:

I can remember and use important words like "device" and "privacy." I can name different digital tools and explain why I shouldn't share personal information online.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Using technology and AI the right way helps you learn more and work better with others. You'll often use digital tools to find information, solve problems, and create cool things. Knowing how to use them responsibly keeps you safe and helps you make smart choices now and in the future.

Score 4 (Advanced)

Student will evaluate or design solutions for complex digital dilemmas by analyzing how the use of digital or AI tools may create new ethical, social, or legal issues, and recommending responsible actions or policies. For example, they might propose school guidelines for AI use, or critically compare multiple AI-generated sources for reliability and fairness.

Student Version:

I can solve complicated problems about using digital and AI tools by thinking about their impact and creating or suggesting good solutions for using them responsibly.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will use digital and AI tools to gather information or create products, while demonstrating safe, ethical, and effective practices (such as proper citation, source evaluation, and being aware of potential bias).

Student Version:

I can use digital and AI tools to find information or create things, and I make sure to use them safely, ethically, and responsibly by checking sources, avoiding plagiarism, and thinking about bias.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: algorithm, data privacy, plagiarism, bias, digital footprint, citation. Foundational skills include: identifying digital and AI tools, recognizing copyright infringement, explaining what it means to use sources legally, spotting obvious bias in online content, and understanding basic data privacy concerns. For example, students can define plagiarism, give examples of AI tools, and explain what a digital footprint is.

Student Version:

I can remember and use important words like bias, plagiarism, and digital footprint. I can name different digital and AI tools and explain what it means to use them properly and safely.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to use digital and AI tools responsibly helps you stay safe and fair online. You'll use these skills every time you search for information, create projects, or work with new technology-and these habits protect you and others and help prepare you for learning and careers in a digital world.

Score 4 (Advanced)

Student will independently choose, justify, and safely use digital and AI tools for their own learning or creative projects, reflecting on their choices and their impact. For example, the student explains why they picked a certain tool and talks about how using it is safe and fair to others.

Student Version:

I can pick the best digital or AI tool for my work, explain why, and use it safely and fairly to learn or create.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will use digital and AI tools to learn or create something new, while making safe and appropriate choices as guided. For example, a student uses a drawing app to make artwork and saves it without posting online.

Student Version:

I can use digital and AI tools to learn or make things, and I make good choices to stay safe.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: digital tools, artificial intelligence, online safety, creativity, and permission. Foundational skills include: identifying digital devices, naming what AI can do, understanding the difference between creating and copying, knowing when to ask an adult for help, and recognizing safe online choices. For example, students can point to a tablet as a digital tool and explain that AI can help sort pictures.

Student Version:

I can name digital and AI tools like apps and computers. I can tell when I should ask an adult for help and make safe choices online.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Knowing how to use digital and AI tools helps you learn, make cool projects, and stay safe online. These skills are important for school now and for using technology in the future.