

Colchester School District Elementary Essential Expectations

Students demonstrate these academic and social-emotional skills to meet our district Essential Expectations: Think, Learn, Communicate and Act

Proficiency and Indicator		Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
T H I N K	Inquiry Student uses interest, reasoning and evidence to pose questions or define problems	Shows curiosity about the world around them, and takes action to interact with it and learn	Asks questions and shows interest in learning about something new, recognizes a problem and poses a question about the problem	In a whole group or small group setting, asks questions about a topic to build an understanding of the topic, turns and talks with a partner listening to each other's idea or question about the topic and make connections	Ask questions in whole class settings, make connections to another student's comment, use evidence from topics to formulate questions.	Asks questions about the topic, builds on other people's ideas, tries out new ideas, shows interest in learning about a new topic, and researches a topic with teacher direction	Is curious and asks questions with teacher guidance, and researches a topic with teacher direction (Extended) Makes progress toward independent research and decision making	Formulates an open ended question, defines academic and social problems, and researches a topic with teacher direction (Extended)Progresses toward independent research and decision making
	Problem Solving Student demonstrates flexible thinking, analyzes evidence and generates potential solutions to answer questions and solve problems	Displays interest in novel situations and demonstrates flexibility, creativity, and innovation in solving challenging tasks.	Recognizes a problem, listens to others when they speak, names at least one way to solve a problem, tries one strategy to solve a problem	Identifies a problem, plans one or two possible solutions to the problem, makes a prediction on the outcome based on previous lesson/ discussion/experiment, and attempts the chosen problem solving strategy	Answer content area questions by finding and using evidence, explain reasoning, make predictions based on previous lessons/books/experiments, try to have a growth mindset.	Uses different approaches to solve a problem, asks and answers questions, tries out ideas and learns from mistakes (trial and error), perseveres through challenges and asks for help when needed	Solves conflicts with peers while taking ownership for actions and identifying multiple solutions, solves problems in ways that use all information available to create solutions	Creates a plan, tests the plan, makes modifications as needed, and thinks flexibly
	Application Student uses knowledge and selects an appropriate solution to respond to a variety of situations	Chooses and follows through on one or more strategies to solve a problem	Chooses and follows through on one or more strategies to solve a problem	Chooses and uses a strategy to solve a specific problem	Choose and use a strategy to solve problems.	Chooses the best approach to solve a problem, shows and/or tells how to solve a problem, creatively and accurately solves a problem	Follows a plan by using strategies and methods that have been taught	Follows a plan by using strategies and methods that have been taught, reflects upon whether the most effective strategy was chosen and what could be done differently next time
L E A R N	Organization Student is prepared, follows directions and completes tasks in a timely manner	Follows a direction, takes care of belongings and materials, takes care of classroom materials, cleans up materials in a timely manner, and allows classroom routines	Follows a direction, takes care of belongings and materials, takes care of classroom materials, cleans up materials in a timely manner, and follows classroom routines	Follows a 2-3 step direction, completes tasks in a timely manner, has the necessary materials to complete a task, takes care of own materials and area, and follows classroom directions and routines	Complete tasks in a timely manner, have the necessary materials to complete work, follow directions and classroom routines.	Keeps track of materials, organizes thoughts and ideas on paper, is prepared and ready to learn, maintains self space and keeps self space tidy, follows directions and classroom routines, and completes tasks in a timely manner	Organizes personal belongings and classroom materials, organizes thoughts and ideas on paper, and completes tasks in a timely manner	Is prepared, follows directions and routines, completes tasks in a timely manner, and organizes thoughts and ideas on paper
	Engagement Student applies effort, initiative and is an active participant in learning	Offers information during group discussions, listens in group discussions with whole body, thinks about what is being said by others and applies that information	Offers information during group discussions, listens in group discussions with whole body, thinks about what is being said by others and applies that information	Uses whole body listening during group lessons, and discussions, turn and talks, participates in discussions and turn and talks, and attempts tasks independently before asking for adult help	Participate in class discussions, attempt academic tasks before asking an adult for help, put effort into schoolwork.	Actively listens and participates in discussions, stays focused and on task, shares ideas, builds off other people's ideas	Actively listens and participates in discussions, stays focused and on task, effectively shares ideas, and builds off other people's ideas	Expands upon the ideas of others, uses prior knowledge to contribute to a conversation related to what is being taught (Extends) Further the conversation and sparks ideas in others
	Persistence Student uses a variety of strategies to navigate challenges, build stamina, and complete rigorous tasks	Asks an adult for help when met with a challenge, tries again when met with a challenge, and changes plan when met with a challenge.	Asks an adult for help when met with a challenge, tries again when met with a challenge, changes plan when met with a challenge Works on a given task for 5-10 minutes	When met with a challenge first tries two strategies to solve it independently then asks a peer/adult for help, Sustains and works on a task independently for 10- 20 minutes	Uses multiple strategies to solve problems, perseveres on academic tasks, attempts academic work even if difficult before asking for help, works independently, and stays focused on a task for 15-20 minutes	Works through challenging tasks and stays calm when frustrated, tries different strategies when one doesn't work, uses positive self talk, has a growth mindset when feeling overwhelmed, and works on a task for 20-30 minutes	Tries different strategies when one doesn't work, uses positive self talk and has a growth mindset when feeling overwhelmed, works on a task for 25-40 minutes	Tries a different strategy when one tried does not work, recognizes self-struggle and perseverance, has ways to keep focused on work, and works on a task for 30-45 minutes

C O M M U N I C A T E	Respect Student applies appropriate word tone, word choice and body language	Uses whole body listening, uses kind words, one person speaks at a time, and matches volume to environment	Uses an audible speaking voice, shows that body is listening, and uses kind words	Uses whole body listening, situationally appropriate voice level, appropriate tone with peers and adults, and uses kind words	Uses kind, respectful words, uses appropriate tone with peers and adults, and controls body	Uses appropriate words, volume and tone of voice with peers and adults, keeps a calm body and looks towards the audience when sharing thoughts and ideas, listens and responds thoughtfully, and respectfully disagrees	Uses appropriate volume and tone when interacting with peers and adults, listens to others and respectfully agrees or disagrees	Interacts with all adults and peers using appropriate voice, tone, word choice and body language
	Purpose Student uses language effectively to meet need of self, audience, or task	Expresses wants, needs, and ideas, builds vocabulary, and gains a person's attention appropriately	Expresses needs, uses complete sentences to express thoughts and ideas, responds to a question from a peer or teacher, and describes work or strategy	Expresses needs clearly, asks for help when needed, asks and answers questions during discussions and turn and talks	Uses a voice level appropriate to the setting, uses words to explain thinking/work to teachers or peers, and expresses needs clearly	Uses the right pace and volume level for the situation	Uses the right pace and volume level for the situation	Communicates with others so they can understand thinking and need, uses the right pace and volume level for the situation
	Listen Student listens, understands, and responds as an engaged learner	Uses whole body listening, raises hand to talk, listens to others in a group discussion, responds to or comments on the task at hand, takes turns in group activity, and follows group plan	Raises hand to talk, listens to others in a group discussion, responds to or comments on the task at hand, takes turn in group activity, and follows group plan Uses an idea or strategy gained from listening to others	Raises a hand to speak, asks and answers questions during discussions and turn and talks, takes turns speaking, follows the group plan	Uses whole body listening, listens to others and directions, raises hand before or takes turns speaking and follows the group plan	Keeps a calm body when listening, repeats back or restates what was said, responds to conversation in an expected way, knows how to take turns when talking	Shows listening by having voice off, eyes on the speaker, and a calm body, and contributes and takes turns	Shows listening by having eyes on the speaker, voice off, calm body and taking turns, restates directions, and explains learning
A C T	Personal and Social Responsibility Student is considerate of self and others, demonstrating an understanding that actions impact others	Follows class rules, uses a safe body, recognizes own emotions, checks in with others, solves conflicts, identifies and implements strategies	Follows school rules, uses a safe body in all areas of the school, respects self space of others, recognizes when actions affect others, and apologizes when actions hurt others. Apologizes when actions hurt others and changes action the next time, and engages in steps of conflict resolution	Follows school rules, uses a safe body, respects spersonal space, recognizes when words or actions affect others and make an apology of action	Controls emotional response (response matches the size of the problem), is kind and empathetic to friends, begins to understand mistakes and works with adults to repair actions, follows school rules, and behavior allows classmates to learn and feel safe	Controls emotional response, responds appropriately to feedback from others (adults or peers), takes ownership for mistakes and repairs them, behavior allows classmates to learn and feel safe	Controls emotional response, recognizes mistakes made and repairs them, behavior allows classmates to learn and feel safe	Owens mistakes and repairs them, is safe, respectful, and responsible in words and actions, behavior allows classmates to learn and feel safe
	Collaboration Student works with others by contributing to improve the classroom and school	Initiates interactions with others, works well with others, helps others, mixes ideas, and demonstrates flexible thinking	Works well with others, helps others, agrees with an idea that is different from own, works on a group activity by accepting ideas that are different than own Contribute ideas and incorporate ideas of others into a group activity or challenge	Works successfully with a partner or plays successfully with a group by taking turns and taking others' ideas into account, and contributes ideas and incorporates the ideas of others into a group activity	Works collaboratively with a partner or group, acts appropriately and stays on task during turn and talk, and collaborates across school setting	Works through challenges and is flexible, takes turns and shares roles, stays in work space, maintains focus on the task, and shares ideas and accepts ideas from others	Works with others respectfully by listening to other people's ideas and shares own, and stays focused on the task	Works with others, accepts others' thinking process, stays on task when adults are working with others
	Digital Citizenship Student uses a range of digital tools in a respectful, responsible and safe way	Safely uses digital materials with adult supervision	Safely uses digital materials, and uses digital materials for learning	Safely and appropriately uses digital tools for learning.	Uses digital tools appropriately while creating work	Safely and appropriately uses approved sites, makes appropriate comments on other people's work, takes care of technology and uses it carefully	Safely and appropriately uses approved sites, makes appropriate comments on other people's work, takes care of technology and uses it carefully	Follows CSD technology guidelines, uses technology at school for its intended learning for a lesson, knows how to evaluate if sites are valid and reliable