

Below are general descriptions of the phases. The phases are really grounded in the skills and the behaviors listed, but the definition below may help create a greater understanding as to the evolving nature of the phases and their titles.

**Beginning:** Student is just being introduced to these behaviors and concepts and may only initiate when prompted. Performance is inconsistent and results varied.

**Developing:** Student may now understand behaviors but not necessarily the meaning of them fully and may spontaneously use them independently with varied results and inconsistently.

**Competent:** The students in this area have a solid basic understanding of the desired skill and are confident in their use of the skill for their age. To move on to the next level would be to understand the behavior at a deeper level with more generalization and self-initiative.

**Emerging:** The students understanding of the behaviors and their value are growing. They should be able to articulate a reason for the rule but it may or may not have personal significance to them. Their performance is becoming more consistent but tends to have a narrow field of application and they initiate the behavior most of the time without prompting.

**Expanding:** The student is now able to perform the behavior in multiple areas when applicable with consistent, predictable results. The student is able to more fully personalize the value behind the behavior and the importance to self and others. Student can apply to new, unknown situations but may not always have success.

**Accomplished:** The student is capable of performing the behavior independently, with successful outcomes and has a full understanding of their role

# Whole Child Student Success Continuum K-5

Directions: This assessment is to help identify where students are falling on the continuum of skills for student success. These skills have been broken down into five main areas with skills identified in each area. The continuum moves from beginning through accomplished. Some of these skills would not be expected to be fully developed until the fifth grade year but the purpose is also to identify areas of both strengths and weaknesses for an individual, a select group, a class or a grade level to further guide interventions and instruction.

In assessing each student for each skill, the teacher should look to select the level of development based on most matched skills in that phase of development. Some skills may not be apparent but educators are encouraged to consider the student as a whole in selecting the appropriate matched development level. For those areas where the student's skills may be lagging behind other peers developments or demands of their classroom and education, interventions can then be developed to build those lagging skills.

**Self-Regulation:** This skill is a crucial area of development for the successful student. The paramount components are not only the ability to focus and control but also to inhibit and ignore those stimuli and impulses that might prove barriers to accessing education. The distinguished skills in this area are as follows: self-management, handling conflict, decision-making, self-discipline, flexibility and focus/engagement.

Educators should reflect on the students ability to both maintain focus and control of themselves in terms of consistency throughout the day and weeks as well as the ability to use these skills in the face of change and conflict.

Each level encompasses all the skills listed above it as well as the new skills introduced at each level.

Self-Directed Learning	Phase
Able to come to attention when asked by staff Able to understand when teacher is teaching Able to raise hand to participate	Beginning
Able to identify the decisions students make everyday at school to be successful Able to ask questions relevant to lesson Able to respond to outside encouragement Able to make corrections Able to do things in a logical sequence or prescribed order Able to make positive choices	Developing
Able to express the importance of education Able to identify goals for their success Completes most assignments independently Able to contribute meaningfully to discussion	Competent
Able to monitor their own progress Brings materials to class Able to identify steps to making a goal Able to use time effectively Able to reflect on multiple thoughts or ideas simultaneously Able to make a goal for learning and able to stick with it Takes on challenges when encouraged	Emerging
Able to identify goals for their success Able to identify between short and long term goals Initiates assistance when struggling Takes on challenges when offered Able to prioritize skills and interests to make them successful	Expanding
Takes on challenges even when success is not guaranteed	Accomplished

**Self-Directed Learning:** This skill is the more obvious element for most educators but it also has great impact on the student from the whole child perspective. The motivation, self-reliance and initiative of learning is a life skill for tackling any deficit or struggle a student may experience in life rather than just in the school setting. This area encompasses goal setting, decision making, engagement, organization as well as continual learning in all areas.

Evaluators should consider whether without external pressures of school and parental expectation, the level of engagement in learning a student would possess. Curiosity, excitement of mastery as well as initiative (in either discovering the learning or asking for others' help) as essential themes in this area.

Each level encompasses all the skills listed above it as well as the new skills introduced at each level.

Self-Regulation	Phase
Ability to accept the answer No from adults Ability to cope with not getting something they want or that does not belong to them	Beginning
Ability to calm oneself after a minor fear or angry situation Ability to handle transitions, uncertainty minor frustration and temporary failure with support Ability to understand what is being said and repeat even when bored	Developing
Ability to exhibit inhibitory control Able to ignore most minor distractions and resume work after brief interruptions Ability to cope with losing, some frustration and consequences Ability to maintain focus even in face of boring or tedious tasks Demonstrates flexibility in the face of uncertainty and novelty	Competent
Ability to identify causes and consequences of conflict as well as possible ways to resolve conflict with peers Ability to use stop, think and act strategies as well as identify problematic situations Ability to shift from an original plan, rule or solution when given input from others. Ability to handle initial conflict of teasing, embarrassment, others' anger and accusations	Emerging
Able to constructively resolve conflict with peers Ability to deal with group pressure Demonstrate sportsmanship in overt manner	Expanding
Ability to think of alternative solutions and consider their consequences for a range of situations	Accomplished

**Self-Awareness/Expression:** This skill is an important element of student success due to a student identifying for themselves their emotional level and allowing others to be aware of their level of conflict and satisfaction. These skills are also tied to the other areas in that without insight of their perspective it is highly unlikely they will be able to consider the perspective of others or take action for the benefit of others. The essential parts of self-awareness are insight, reflection and articulation which should develop along with language/vocabulary expansion. The distinguished skills in this area are as follows: self-esteem, self-awareness, self-expression, identifying resource for self and self-help.

Educators should consider whether the student is not only able to express self but also whether they are developing insight as to the origin of these feelings both internally and externally.

Each level encompasses all the skills listed above it as well as the new skills introduced at each level.

Perspective-Taking	Phase
Able to explain why negative acts hurt others and are wrong	Beginning
Able to see differences in their feelings from others' feelings Able to identify social norms and rules for safety	Developing
Able to listen to others and rephrase Able to understand the value of rules, routines and organization for self and others Able to see why rules are always followed Able to describe the feelings of others Able to respect others based on their roles (i.e., authority, adult, peer, younger, etc.)	Competent
Able to identify cues from others to indicate how they feel Able to ask permission prior to an event and accept others' response Able to consider the likely outcomes or consequences of actions	Emerging
Able to participate in group decision-making process with little adult supervision Able to consider situational factors that would suggest a need to adjust a plan Ability to consider a range of solutions to a problem Ability to see how social norms impact decision making Able to discuss and define core principals and their importance to themselves and others (respect, fairness, kindness, honesty) Ability to interpret situations from what actually happened rather than become stuck in inaccurate or inflexible thoughts (nobody likes me, it's not fair)	Expanding
Ability to participate in group decision-making process with no adult supervision Ability to provide the perspective of situation of others simply by considering their perspective even if their values or cultures differ from them.	Accomplished

**Perspective-Taking:** This is another skill that is understated for the educational process but is integrately involved in student success. Without the ability to weigh the relative views of others that contribute to decision making and actions, a student may not be able to fully meld all the competing agendas and desires of a given person, community or culture. In this day and age when we are becoming a greater melting pot and individualism is a strong component of our culture, a student's ability to not only tolerate but thrive with these differences cannot be overstated.

Educators considering this area of skill level should see a student's ability to consider the feelings of others, make decisions from these different perspectives, express respect to others based on roles, have an ability to see cause and effect and be moving toward the understanding of the presence of gray rather than black and white.

Each level encompasses all the skills listed above it as well as the new skills introduced at each level.

Self-Awareness/Expression	Phase
Able to say no Able to show and express affection Able to speak of their likes, dislikes, then strengths and weaknesses. Able to ask for help	Beginning
Able to make an understandable compliant Able to label basic emotions(happy, mad, sad, scared) Able to ask for help and personal need Able to accept a compliment and respond appropriately Able to express emotions, needs and thoughts in a socially acceptable manner.	Developing
Able to reward self in a healthy manner Able to seek attention in an appropriate manner Able identify healthy hygiene habits Able to manage failure/disappointment	Competent
Able to express a range of emotions in a socially acceptable manner Aware of the skills they want to work on Aware of how their body responds to emotions Able to explain how to get help from others Able to ask questions to clarify a situation Beginning to use self-help strategies (self-talk, problem solving, initiative)	Emerging
Able to identify different levels of emotions and their intensity Develop and practice responsibility for personal hygiene Aware of how they are seen by others	Expanding
Able to identify and apply personal core values/ethics as well as demonstrate these values in their everyday life Demonstrates a strong congruency between what they say and believe and their actions.	Accomplished

**Pro-Social Behaviors:** This skill is only recently being identified in school as essential for student success. It is a skill that has often relied on the homefront to be taught to students and yet its properties allow for students to see a greater role for themselves in their community and the possibility of their impact. The gain of skills such as self-sacrifice, contribution and thoughtfulness are more easily access through this area and can be integrated throughout a student’s academic career.

Teachers should look for a student who has community awareness beyond their immediate family, positive communication, understands their qualities for contribution, friendship skills and a desire to contribute to their community’s well-being.

Each level encompasses all the skills listed above it as well as the new skills introduced at each level.

<b>Pro-Social Behaviors</b>	<b>Phase</b>
<ul style="list-style-type: none"> <li>Able to introduce self</li> <li>Able to follow directions by trusted, known adults</li> <li>Able to identify differences and similarities between self and others</li> <li>Able to say thank you without prompting</li> </ul>	Beginning
<ul style="list-style-type: none"> <li>Able to offer help to others</li> <li>Able to give a compliment</li> <li>Demonstrates appropriate social behavior in classroom and recess</li> <li>Able to join into an activity already in progress.</li> <li>Able to identify positive qualities in others.</li> <li>Able to play a game</li> <li>Able to ask for a favor</li> <li>Able to share without being asked</li> <li>Able to suggest an activity that others would enjoy</li> <li>Apologizes without being prompted</li> <li>Able to begin a conversation</li> </ul>	Developing
<ul style="list-style-type: none"> <li>Able to identify community strengths</li> <li>Able to identify ways to work and play well together</li> <li>Able to identify their roles of strength and weaknesses that contributes to the good of the classroom</li> <li>Able to identify their roles of strength and weaknesses that contributes to the good of their family</li> <li>Able to be responsible with other people’s property</li> <li>Able to end a conversation</li> </ul>	Competent
<ul style="list-style-type: none"> <li>Able to demonstrate good sportsmanship</li> <li>Able to begin negotiating with friends and known trusted adults</li> <li>Able to identify personal qualities they have to make them successful members of their community</li> <li>Able to demonstrate approaches to making and keeping friends</li> </ul>	Emerging
<ul style="list-style-type: none"> <li>Able to identify contributions of different cultural groups</li> <li>Able to perform roles that contribute to the school</li> <li>Able to negotiate and accept results</li> </ul>	Expanding
<ul style="list-style-type: none"> <li>Able to perform roles that contribute to their community</li> <li>Able to analyze ways to work effectively in groups</li> <li>Demonstrates how to work with others who are different from them</li> <li>Able to negotiate with all to the benefit of the group</li> </ul>	Accomplished