

# THE 5 COMPONENTS OF THE PORTRAIT OF A NEVADA LEARNER

The five components of the Portrait of a Nevada Learner framework work together to show what whole-learner growth looks like from early learning through graduation. The questions, domains, and attributes provide the vision, and the competencies and rubrics make that vision actionable in daily learning.

Together, they offer a shared language for reflection, feedback and goal-setting while clarifying how students grow over time.



## Questions

As learners reflect on what they are learning and why, they will be empowered to create their OWN portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.

How will I grow in my learning?

How do I build and sustain relationships and community?

How will I contribute to make an impact?

How will I thrive?

## Domains

The Portrait of a Nevada Learner defines what learners need to know and be able to do to thrive in school, work, and community. The Portrait is organized into four domains that together describe whole-learner readiness:

### EMPOWERING



How will I grow in my learning?

### CONNECTING



How do I build and sustain relationships and community?

### IMPACTING



How will I contribute to make an impact?

### THRIVING



How will I thrive?

## Attributes

Attributes are the core dimensions of learning inside each domain. They describe what students are developing as they grow from early childhood through graduation and serve as the throughline connecting the Portrait, competencies, and rubrics.

### Key Attributes

#### EMPOWERING



- Self-Awareness
- Self-Management & Strategy Use
- Reflection & Goal Orientation
- Self-Advocacy & Agency

#### CONNECTING



- Empathy & Perspective-Taking
- Communication & Expression
- Collaboration & Teamwork
- Community-Building & Belonging

#### IMPACTING



- Reasoning & Critical Thinking
- Knowledge Application & Transfer
- Solutions-Oriented Thinking & Decision-Making
- Contribution & Civic Engagement

#### THRIVING



- Emotional Awareness, Well-Being & Balance
- Adaptability & Flexibility
- Resilience, Recovery & Persistence
- Purpose, Integrity & Values-Aligned Choices

## Competencies

Competencies describe key skills learners develop over time within each domain. Each competency in the preK-12 progression answers the Portrait question for the domain, shows what the Portrait looks like in practice for each grade band, and serves as the anchor for rubric design.

### EMPOWERING Domain Competency Progression

Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I describe my strengths, needs, feelings and habits, and use familiar strategies with reminders as I stay ready, focused, and engaged in my learning.	I notice patterns in my strengths, needs, feelings, and habits, and use strategies independently as I stay ready, focused, and organized in my learning.	I reflect on my strengths, needs, feelings and habits, and choose, adapt, and evaluate strategies as I stay focused, organized, and engaged across different learning contexts.	I evaluate my strengths, needs, feelings, habits and strategies, and adapt with purpose as I direct my learning across new, complex, or changing situations.

## Rubrics

Rubrics clarify the performance levels for each Portrait competency, helping educators and learners see where growth is happening and what comes next. Developmentally appropriate supports for each rubric guide learning design, feedback, reflection, conferencing, and student agency.

### EMPOWERING Domain Competency Progression

EMPOWERING	Emerging	Developing	Proficient (Anchor)	Extending Competence
<b>Level 1</b> I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I show simple feelings or needs, try a simple strategy when someone helps me start it, and join learning or play with help.	I name simple feelings or needs, use a simple strategy, and take part in familiar learning or play routines with reminders.	<b>I notice or show my feelings and needs, use simple strategies with help, and take part in familiar routines independently.</b>	I describe what helps me in new or changing routines, choose simple strategies that help me get ready, and take part in learning or play on my own.

# The Portrait of a Nevada Learner

## Domains & Questions

The Portrait of a Nevada Learner is a collective vision of the mindsets and skills that bring academic knowledge to life, those that every learner needs to succeed in school, career, and life. It is organized into four mutually reinforcing domains—**EMPOWERING**, **CONNECTING**, **IMPACTING**, and **THRIVING**—each answering a universal question that guides developmental growth from early childhood through graduation.



### EMPOWERING

How will I grow in my learning?

#### Primary Focus

Understanding and directing oneself as a learner

#### Key Interaction

Internal readiness and agency that fuel participation and growth

#### Summary

**EMPOWERING** functions as the engine that supports

- participation
- self-direction
- persistence
- connection
- adaptation
- long-term learning



### CONNECTING

How do I build and sustain relationships and community?

Interacting with others

Communication, empathy, collaboration, belonging

**CONNECTING** becomes the social and relational engine that supports

- meaningful participation
- inclusive community-building
- productive collaboration
- healthy communication across school, work and life



### IMPACTING

How will I contribute to make an impact?

Interacting with ideas, problems, evidence, and solutions

Reasoning, applying knowledge, and contributing meaningful action

**IMPACTING** becomes the cognitive and civic engine that drives

- meaningful problem-solving
- thoughtful decision-making
- purposeful contribution across school, work, and life



### THRIVING

How will I thrive?

Interacting with change, challenge, well-being, and resilience

Adaptation, integrity, personal growth, sustained well-being

**THRIVING** becomes the adaptive engine that sustains





- well-being
- resilience
- purposeful action across school, community, and life

# The Portrait of a Nevada Learner Attributes

Portrait attributes are the core dimensions of learning inside each domain.

The attributes serve as:

- The throughline connecting the Portrait → competencies → rubrics
- The anchor for vertical (PreK-12) developmental alignment
- The safeguard against domain drift
- The conceptual structure for local district crosswalks

	Attributes	What It's About	Portrait in Action
<b>EMPOWERING</b> 	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management &amp; Strategy Use</li> <li>• Reflection &amp; Goal Orientation</li> <li>• Self-Advocacy &amp; Agency</li> </ul>	Developing self-awareness, confidence, and the ability to take initiative in learning and personal growth	Students ask questions, make choices about their learning, and speak up for what they need to succeed
<b>CONNECTING</b> 	<ul style="list-style-type: none"> <li>• Empathy &amp; Perspective-Taking</li> <li>• Communication &amp; Expression</li> <li>• Collaboration &amp; Teamwork</li> <li>• Community-Building &amp; Belonging</li> </ul>	Building connections with diverse community members, exploring multiple viewpoints, and working well with others	Students listen with empathy, share ideas clearly, and work together to reach common goals
<b>IMPACTING</b> 	<ul style="list-style-type: none"> <li>• Reasoning &amp; Critical Thinking</li> <li>• Knowledge Application &amp; Transfer</li> <li>• Solutions-Oriented Thinking &amp; Decision-Making</li> <li>• Contribution &amp; Civic Engagement</li> </ul>	Using knowledge, creativity, and critical thinking to solve problems and make a positive difference	Students apply what they know to real-world challenges, think deeply, and take action to improve their communities
<b>THRIVING</b> 	<ul style="list-style-type: none"> <li>• Emotional Awareness, Well-Being, &amp; Balance</li> <li>• Adaptability &amp; Flexibility</li> <li>• Resilience, Recovery, &amp; Persistence</li> <li>• Purpose, Integrity, &amp; Values-Aligned Choices</li> </ul>	Practicing intellectual agility and courage in the face of challenges and changing contexts growing with resilience, purpose, and well-being in a changing world	Students care for themselves and others, learn from challenges, and stay motivated by what matters most to them

# The Portrait of a Nevada Learner Competencies

Nevada’s Portrait-Aligned competencies translate the Portrait of a Nevada Learner into clear, developmentally appropriate learning progressions from PreK through graduation.

Competencies describe the skills, mindsets, and knowledge learners develop over time to achieve the aspirations in Nevada’s Portrait. They create a clear progression from early learning through graduation, supporting learning that is rigorous, relevant, and connected to real life.

## How **competencies** support learning:

- Clarify what learners know and are able to do at different points in their learning journey
- Translate the Portrait into observable, teachable, and assessable learning
- Support consistent expectations across grade levels and learning environments

## Why **competencies** are essential:

- Focus learning on mastery rather than seat time
- Create coherence across classrooms, schools, and districts
- Help learners apply learning in meaningful, real-world contexts

## What do the **competencies** look like?

Competency progressions describe how learning develops over time. Each Portrait domain includes a PreK-12 continuum of learner-facing competencies that articulate what a student can reasonably be expected to do at each level of development.

### EMPOWERING Domain Competency Progression

Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I describe my strengths, needs, feelings and habits, and use familiar strategies with reminders as I stay ready, focused, and engaged in my learning.	I notice patterns in my strengths, needs, feelings and habits, and use strategies independently as I stay ready, focused, and organized in my learning.	I reflect on my strengths, needs, feelings and habits, and choose, adapt, and evaluate strategies as I stay focused, organized, and engaged across different learning contexts.	I evaluate my strengths, needs, feelings, habits and strategies, and adapt with purpose as I direct my learning across new, complex, or changing situations.

# The Portrait of a Nevada Learner Rubrics

Nevada Portrait–Aligned rubrics measure how learners are progressing toward the Portrait of a Nevada Learner. Each rubric aligns to a grade-band competency and defines what progress looks like over time.

## Emerging → Developing → Proficient → Extending Competence

These rubrics describe learning along a continuum so learners and educators can see growth, reflect on progress, and identify next steps. Proficient represents the grade-band expectation – “the anchor.” Emerging and Developing move toward the anchor. Extending Competence moves beyond the anchor in ways that allow learners to demonstrate independence, flexibility, and transfer.

### How rubrics support learning:

- Make expectations visible through learner-centered, observable language
- Provide clear pathways for growth from PreK through graduation
- Support feedback, reflection, and goal setting

### Why rubrics are essential:

- Promote consistency and shared understanding of quality learning
- Support learner agency and ownership of growth
- Advance equity by clarifying expectations for all learners

### What do the rubrics look like?

#### EMPOWERING Domain Competency Progression

EMPOWERING	Emerging	Developing	Proficient (Anchor)	Extending Competence
<p><b>Level 1</b> I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.</p>	<p>I show simple feelings or needs, try a simple strategy when someone helps me start it, and join learning or play with help.</p>	<p>I name simple feelings or needs, use a simple strategy, and take part in familiar learning or play routines with reminders.</p>	<p><b>I notice or show my feelings and needs, use simple strategies with help, and take part in familiar routines independently.</b></p>	<p>I describe what helps me in new or changing routines, choose simple strategies that help me get ready, and take part in learning or play on my own.</p>

# Learner-Facing Overview

## Portrait of a Nevada Learner

### PreK-12 Competencies Across All Four Domains



NEVADA  
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	<b>EMPOWERING</b> <i>How will I grow in my learning?</i>	<b>CONNECTING</b> <i>How do I build and sustain relationships and community?</i>	<b>IMPACTING</b> <i>How will I contribute to making an impact?</i>	<b>THRIVING</b> <i>How will I thrive?</i>
<b>LEVEL 1</b> Early Learning, PreK	I show my feelings, needs, and reactions and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I notice simple feelings and communication cues and share my ideas with support during play and group routines.	I show what I notice about ideas or problems with help as I explore and learn through simple tasks or play.	I notice my feelings and needs, use simple strategies with help, and try again when something feels hard during activities or play.
<b>LEVEL 2</b> Primary School, Grades K-2	I describe my strengths, needs, feelings, and habits, and use familiar strategies with reminders as I stay ready, focused, and engaged in my learning.	I describe how classmates feel and what they share, and I choose simple ways to communicate in familiar learning situations.	I describe simple ideas or problems and use familiar examples or observations as I make sense of my learning in familiar situations.	I describe my feelings and needs, use familiar strategies with reminders, and begin adjusting what I do so I can stay steady, balanced, and ready to engage.
<b>LEVEL 3</b> Elementary School, Grades 3-5	I notice patterns in my strengths, needs, feelings, and habits, and use strategies independently as I stay ready, focused, and organized in my learning.	I compare ideas and viewpoints, notice patterns of effective collaboration, and use communication strategies independently so everyone feels heard, included, and able to participate.	I compare ideas, notice patterns, and use reasons or simple evidence as I explore problems and possibilities in my learning.	I notice patterns in what supports my well-being, use strategies independently and adjust my approach when something feels difficult so I can recover and re-engage.
<b>LEVEL 4</b> Middle School, Grades 6-8	I reflect on my strengths, needs, feelings, and habits and choose, adapt, and evaluate strategies as I stay focused, organized, and engaged across different learning contexts.	I decide how to communicate with different audiences, adapt my message in person and online, and consider how my communication choices support empathy, collaboration, and belonging across contexts.	I analyze issues, evaluate ideas or solution options using evidence and criteria, and refine solutions as I take informed action with others across different learning contexts.	I evaluate what affects my well-being, adapt my strategies across classes and situations, and navigate challenges or change with growing independence, purpose, and flexibility.
<b>LEVEL 5</b> High School, Grades 9-12	I evaluate my strengths, needs, feelings, habits, and strategies and adapt with purpose as I direct my learning across new, complex, or changing situations.	I plan communication approaches for diverse audiences and contexts; justify my choices of tools, norms, formats, and styles; and prioritize dialogue that strengthens trust, inclusion, and belonging across communities.	I evaluate evidence, perspectives, and consequences; and design evidence-informed solutions as I take purposeful action to improve ideas, outcomes, or systems in complex or civic community contexts.	I evaluate my habits, choices, and well-being across contexts; align my actions with my values; and navigate challenges with integrity, resilience, and purpose in school, work, and life.

# Portrait of a Learner Practices Across a System

## Classroom-Level Practices

- Ask Portrait-aligned questions during instruction
- Use rubrics during peer feedback



## Grade-Level & PLC Practices

- Identify Portrait-aligned activities in unit plans
- Share learner work samples for calibration



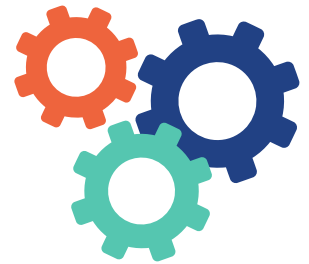
## School-Level Practices

- Build advisory lessons around the Portrait
- Celebrate Portrait competencies in assemblies, newsletters, & social media



## District-Level Practices

- Embed the Portrait in curriculum reviews
- Use Portrait rubrics as part of graduate profile pathways or capstones



## Community Practices

- Align internships & apprenticeships to the Portrait
- Local businesses incorporate Portrait into hiring practices



## Home Practices

- Make time to discuss what each domain means and why it is important
- Encourage children to share stories of overcoming challenges



# EMPOWERING

*How will I grow in my learning?*



## Instructional Stance

Educators support EMPOWERING by:

- Modeling self-awareness and metacognitive thinking
- Teaching and naming strategies explicitly
- Making thinking visible (for example, “Here’s why I chose this strategy...”)
- Using reflection routines
- Fading supports as learners build independence
- Providing feedback rooted in agency rather than compliance

## Across PreK-12

Across PreK-12, students deepen their understanding of themselves as learners and use that self-awareness to guide their choices, strategies, and actions. Over time, they move from showing early feelings and needs to using strategies independently, noticing patterns in what supports their learning, reflecting across situations, and ultimately directing their learning with intention. Learners build readiness, focus, organization, and agency as they navigate familiar, varied, and complex learning contexts.

## Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I describe my strengths, needs, feelings and habits, and use familiar strategies with reminders as I stay ready, focused, and engaged in my learning.	I notice patterns in my strengths, needs, feelings and habits, and use strategies independently as I stay ready, focused, and organized in my learning.	I reflect on my strengths, needs, feelings, and habits, and choose, adapt, and evaluate strategies as I stay focused, organized, and engaged across different learning contexts.	I evaluate my strengths, needs, feelings, habits and strategies, and adapt with purpose as I direct my learning across new, complex, or changing situations.

## Attributes and Attribute Progressions

EMPOWERING attributes are reflected in the competency progression and expanded with more detail here for reference.

<b>EMPOWERING ATTRIBUTES</b>	<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
<b>Self-Awareness as a Learner</b>	I show simple feelings, needs, and reactions in familiar routines.	I describe my strengths, needs, feelings, or habits in simple ways with reminders.	I notice patterns in my strengths, needs, feelings, and learning habits across tasks.	I reflect on my strengths, needs, feelings, and habits to guide choices across classes.	I evaluate my strengths, needs, feelings, habits, and learning approaches across contexts.
<b>Self-Management and Strategy Use</b>	I try simple, modeled strategies with help during learning and play.	I choose familiar strategies with reminders and use them in familiar learning activities.	I use familiar strategies independently across subjects and adjust them when needed.	I choose, adapt, and evaluate strategies across classes and tasks.	I plan, adapt, and refine strategies with purpose in new, complex, or changing situations.
<b>Reflection and Goal Orientation</b>	I begin noticing what helps me with guidance after learning or playing.	I describe simple reasons why something helped me in familiar activities.	I explain why certain strategies or habits help me stay organized or ready in my learning.	I reflect on what helps me across classes and adjust my approach with intention.	I evaluate habits and strategies and use reflection to direct my learning with intention.
<b>Academic Self-Advocacy and Agency</b>	I show when I need help or comfort during learning and play.	I ask for help or clarification with reminders when I need support in learning activities.	I communicate what I need to be successful and explain why a strategy helps me.	I advocate for my learning needs across classes and use feedback to improve my approach.	I direct my learning by seeking feedback, advocating for support, and making intentional choices.

# CONNECTING

*How do I build and sustain relationships and community?*



## Instructional Stance

Educators support CONNECTING by:

- Modeling communication routines
- Teaching active listening tools
- Providing structures for collaborative work
- Making perspective-taking visible
- Facilitating inclusive participation
- Supporting learners as they navigate group dynamics
- Providing feedback rooted in agency rather than compliance

## Across PreK-12

Across PreK-12, learners develop the capacity to notice, understand, and respond to others in increasingly complex ways. Young learners notice simple feelings and cues and share their ideas with support. Elementary learners respond to others' ideas and feelings and use communication strategies to support group work. Middle school learners interpret perspectives, adapt their message across contexts, and contribute to collaboration and belonging. High school learners evaluate different perspectives and communication approaches and facilitate dialogue that strengthens trust, belonging, and community across diverse settings.

## Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
I notice simple feelings and communication cues and share my ideas with support during play and group routines.	I describe how classmates feel or what they share and choose simple ways to communicate in familiar learning situations.	I compare ideas and viewpoints, notice patterns of effective collaboration, and use communication strategies independently so everyone feels heard, included, and able to participate.	I decide how to communicate with different audiences, adapt my message in person and online, and consider how my communication choices support empathy, collaboration, and belonging across contexts.	I plan communication approaches for diverse audiences and contexts, justify my choices of tools, norms, formats and styles, and prioritize dialogue that strengthens trust, inclusion, and belonging across communities.

## Attributes and Attribute Progressions

CONNECTING attributes are reflected in the competency progression and expanded with more detail here for reference.

<b>CONNECTING ATTRIBUTES</b>	<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
<b>Empathy and Perspective-Taking</b>	I notice simple feelings and communication cues in familiar routines.	I describe how classmates feel or what they share in familiar situations.	I notice and respond to others' ideas and feelings in group work.	I interpret others' perspectives through what they share across different contexts.	I evaluate different perspectives and anticipate how others may interpret messages in complex or diverse settings.
<b>Communication and Expression</b>	I share ideas with support using simple words, gestures, or pictures.	I explain my ideas clearly in familiar situations and practice communication routines with reminders.	I use communication strategies independently so everyone can participate.	I adapt my message for different audiences or contexts during collaboration.	I plan communication approaches for diverse audiences and justify my choices of tools, formats, and norms.
<b>Collaboration and Teamwork</b>	I follow listening and turn-taking routines with help during play or group activities.	I use simple collaboration routines with reminders and include classmates when prompted.	I use communication norms and tools to support participation and shared understanding.	I contribute to group processes by adapting communication and supporting cooperation.	I facilitate collaboration by strengthening dialogue, participation, and trust across groups and contexts.
<b>Community Building and Belonging</b>	I include others with help and show simple kindness in familiar routines.	I help classmates feel included with reminders and show empathy in familiar activities.	I use communication norms and empathy to help others feel heard and able to participate.	I monitor how my choices influence belonging and cooperation across contexts.	I take relational actions that strengthen trust, inclusion, and belonging across communities.

# IMPACTING

*How will I contribute to make an impact?*



## Instructional Stance

Educators support IMPACTING by:

- Modeling inquiry and reasoning
- Providing opportunities to analyze evidence
- Designing tasks requiring evaluation and choice-making
- Guiding solution refinement and revision
- Creating spaces for informed action and reflection

## Across PreK-12

Across PreK-12, learners develop the ability to engage thoughtfully with ideas, use evidence to make sense of problems, compare and evaluate options, and take informed action that contributes to their community. Young learners notice simple ideas and explore issues with support. Elementary learners compare ideas, notice patterns, and use simple evidence to explore possibilities. Middle school learners analyze issues, evaluate ideas using evidence and criteria, and refine solutions as they take informed action with others. High school learners evaluate complex evidence and perspectives, design evidence-informed solutions, and take purposeful action in civic or community contexts.

## Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
I show what I notice about ideas or problems with help as I explore and learn through simple tasks or play.	I describe simple ideas or problems and use familiar examples or observations as I make sense of my learning in familiar situations.	I compare ideas, notice patterns, and use reasons or simple evidence as I explore problems and possibilities in my learning.	I analyze issues, evaluate ideas or solution options using evidence and criteria, and refine solutions as I take informed action with others across different learning contexts.	I evaluate evidence, perspectives, and consequences, and design evidence-informed solutions as I take purposeful action to improve ideas, outcomes, or systems in complex or civic community contexts.

## Attributes and Attribute Progressions

IMPACTING attributes are reflected in the competency progression and expanded with more detail here for reference.

<b>IMPACTING ATTRIBUTES</b>	<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
<b>Reasoning and Critical Thinking</b>	I show simple ideas or changes I notice during play or tasks and respond when something shifts or changes.	I describe simple ideas or problems and use familiar examples or observations to explain what I noticed.	I compare ideas, notice patterns in familiar situations, and use reasons or simple evidence to make sense of problems and possibilities.	I analyze issues by organizing information, comparing ideas or solution options using evidence and criteria, and explaining my reasoning during group decisions.	I evaluate evidence, perspectives, and consequences to understand complex issues and justify my decisions using credible evidence and clear criteria.
<b>Knowledge Application and Transfer</b>	I explore materials or ideas and show what happens during simple tasks or play.	I use familiar examples, observations or early ideas to make sense of tasks in familiar situations.	I apply what I know to explore problems, compare solutions, and suggest possibilities for what to try next.	I apply learning across subjects to analyze issues and refine solutions with others across different contexts.	I apply knowledge across disciplines to design evidence-informed solutions that improve ideas, outcomes, or systems.
<b>Solutions-Oriented Thinking and Decision-Making</b>	I take simple guided actions that help the class during play or learning.	I suggest simple ideas or choices using familiar examples and explain early reasons for my decisions.	I compare possible solutions using reasons or simple evidence and take informed action that improves my class or school.	I evaluate solution options with evidence and criteria, refine ideas with others, and take informed action to address shared problems.	I evaluate solution paths using evidence, criteria, and anticipated consequences and take purposeful action to improve ideas, outcomes, or systems in civic or community contexts.
<b>Contribution and Civic Engagement</b>	I take simple actions with guidance that help our class or group.	I participate in guided decisions that help our class or school in familiar routines.	I help plan or refine actions that improve our classroom or school using reasons or simple evidence.	I take informed action with others to address shared issues across different classes or school contexts.	I take purposeful action that meaningfully advances civic or community issues using evidence-informed reasoning.

# THRIVING

*How will I thrive?*



## Instructional Stance

Educators support THRIVING by:

- Modeling emotional awareness and grounding strategies
- Providing consistent routines and opportunities for co-regulation
- Offering flexible pathways and recovery opportunities
- Supporting reflection on habits, choices, and needs
- Creating spaces for values-aligned action

## Across PreK-12

Across PreK–12, learners strengthen their ability to understand themselves, respond to challenges, and navigate change with confidence and purpose. They build habits that support well-being, use strategies to recover and re-engage, adjust approaches across situations, and make decisions aligned with values and goals. Over time, learners grow from expressing basic needs and trying simple strategies with help to acting with integrity and purpose in complex or unpredictable situations.

## Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
I notice my feelings and needs, use simple strategies with help, and try again when something feels hard during activities or play.	I describe my feelings and needs, use familiar strategies with reminders, and begin adjusting what I do so I can stay steady, balanced, and ready to engage.	I notice patterns in what supports my well-being, use strategies independently, and adjust my approach when something feels difficult so I can recover and re-engage.	I evaluate what affects my well-being, adapt my strategies across classes and situations, and navigate challenges or change with growing independence, purpose, and flexibility.	I evaluate my habits, choices, and well-being across contexts, align my actions with my values, and navigate challenges with integrity, resilience, and purpose in school, work, and life.

## Attributes and Attribute Progressions

THRIVING attributes are reflected in the competency progression and expanded with more detail here for reference.

THRIVING ATTRIBUTES	Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
<b>Emotional Awareness, Well-being, and Balance</b>	I show simple feelings or needs, notice changes in comfort, and begin using simple strategies with help to feel steady during activities or play.	I describe my feelings, needs, or early stress signals and use familiar strategies with reminders to feel steady in predictable routines.	I notice patterns in what helps me stay steady, use strategies independently, and adjust my approach when something feels difficult so I can recover and re-engage.	I evaluate how habits, feelings, or situations affect my well-being and adapt my strategies across classes and situations to stay steady during challenges or change.	I evaluate my habits, choices, and well-being across contexts and refine my strategies so I can sustain balance, purpose, and well-being in school, work, and life.
<b>Adaptability and Flexibility</b>	I follow simple routines with help and try again with support when something feels hard or changes during activities or play.	I adjust small actions with reminders when routines change, or something feels hard, and use familiar strategies with guidance to stay steady.	I adjust my approach when something feels difficult, choose strategies independently in familiar situations, and begin adapting them in new or changing tasks.	I adapt my strategies across classes, expectations, and situations, and respond to change or uncertainty with growing independence and purpose.	I adapt my strategies across different contexts, anticipate challenges, and act flexibly and intentionally when situations become complex or uncertain.
<b>Resilience, Recovery, and Persistence</b>	I try again with help when something feels hard and use simple strategies to return to activities or play.	I keep trying during activities or play with guidance, use familiar strategies with reminders, and begin adjusting what I do when something feels difficult.	I use strategies independently to recover or re-engage after difficulty and sustain effort across tasks by adjusting my approach when needed.	I recover from challenges with purpose, adapt strategies across classes or situations, and persist through difficulty with growing confidence and flexibility.	I navigate challenge or change with integrity and resilience, refine strategies to stay engaged in complex situations, and persist in ways aligned with long-term well-being.
<b>Purpose, Integrity, and Values-Aligned Choices</b>	I show needs or preferences in simple ways and begin making early choices with help that support my comfort or participation.	I describe simple needs or preferences, make guided choices that help me stay steady, and begin acting in ways that support my well-being.	I explain why something supports my well-being, make choices that help me recover or re-engage, and learn from mistakes to stay purposeful.	I evaluate how my habits, feelings or situations relate to my values and make choices that help me navigate challenges or change with purpose and integrity.	I evaluate my choices and well-being across contexts, align my actions with my values, and navigate challenges with integrity, resilience and long-term purpose.