

College and Career Competency Sequence Pre-K through 12 – Self-Regulation

These targets describe how students demonstrate progressive intrapersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades. By the end of each grade cluster, each student:

Self-Regulation

Pre-K	K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> • Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan. • Describes and chooses simple strategies for self-calming. • Plans and practices ignoring some distractions during a task, resulting in increased focus. 	<ul style="list-style-type: none"> • Demonstrates the ability to create a plan to accomplish a task or set of tasks. • Follows multi-step, teacher-created plans. • Identifies ways to get back on track when distracted. • Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions. • Predicts how various actions/decisions would affect outcomes. 	<ul style="list-style-type: none"> • Describes self-regulation components (i.e., plan, monitor, take control and make changes, and reflect). • Explains self-regulation strengths and areas for improvement related to specific situations (e.g., assignments, technology, social interactions). • Demonstrates the ability to make increasingly detailed plans to accomplish tasks. • Identifies potential barriers to plan completion using if/then statements. • Monitors progress of efforts over time. • Reflects on success of effort. 	<ul style="list-style-type: none"> • Applies self-regulation components to short-term personal and academic goals. • Creates a plan (detailed set of actions), then monitors progress and effort, makes changes as needed, and reflects in a variety of specific situations. • Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations. • States how self-regulation applies to current and future life. • Identifies connections between self-regulation and other competencies. 	<ul style="list-style-type: none"> • Defines the self-regulation concepts “proactive,” “self-directed,” “process,” and “attainment.” • Self-regulates in multiple settings (e.g., virtual, academic, and social) related to various situations (e.g., long-term projects, personal goals, career development). • Explains how self-regulation relates to self-efficacy and assertiveness.