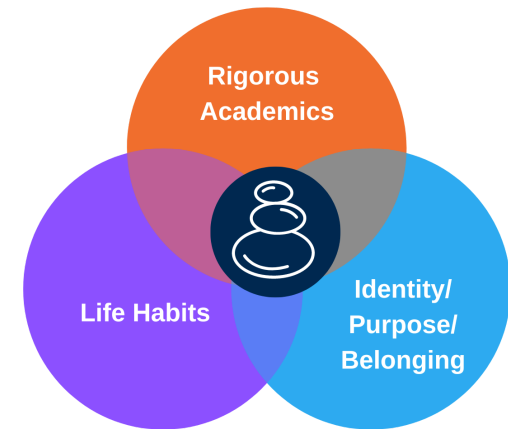


Student Success Framework - Elementary

The Rock by Rock Student Success Framework empowers students by helping them build the confidence, skills, and agency necessary to thrive in life. Rooted in three key areas—Academic Skills, Life Habits, and Purpose and Sense of Self—this framework ensures that true learning occurs at the intersection of these areas.

Rock by Rock Focus Areas


1. **Academic Content & Skills:** Focuses on the set of skills we know kids need to demonstrate they are growing in their intellectual capacities.
2. **Life Habits:** These are the transferable life skills that we know kids need to develop starting at a young age in order to thrive now and in the future.
3. **Purpose and Sense of Self:** These are the set of personal development skills that drive a student's sense of purpose and identity throughout their development as a learner.



Through engaging projects, elementary students build foundational skills that support academic growth, develop life habits that are transferable across contexts, and nurture a sense of identity and purpose that guides them as learners. In middle school, these skills are deepened as students begin to connect their emerging personal passions to potential future careers. By focusing on these developmental stages, the framework not only fosters a love for learning but also equips students with the mental muscle and practical skills needed to succeed in a rapidly changing world.

Academic Content and Skills Focuses on the set of skills we know kids need to demonstrate they are growing in their intellectual capacities.	Life Habits These are the transferable life skills that we know kids need to develop starting at a young age in order to thrive now and in the future.	Purpose and Sense of Self These are the set of personal development skills that drive a student's sense of purpose and identity throughout their development as a learner.
K-2 Students	Learner "I try my best to learn and grow."	Passions & Purpose "I know about my passions and areas of interest."
Learn Content "I can explain an important problem in our world."		
Create and Explain a Solution "I can take action to help solve that problem."	Curiosity "I ask questions to look for answers so I can learn and grow."	Strengths "I'm aware of my strengths and areas of growth."
Communicate Effectively "I can take action by sharing solutions with others."	Creativity "I create new ideas and new ways to do things."	Emotions "I'm aware of my emotions and how they impact me and others."
3-5 Students	Empathy "I think about how others feel and try to understand them."	
Understand the Need or Problem "I can explain the problem, why it exists and support my understanding with science."	Kinship "I care about others and my community."	
Make a Strong Argument and Solution "I use claim, evidence, and reasoning to help people understand the problem and show them how they can make a difference."	Impact Awareness "I think about how my actions affect me, others, my community and my world."	
Communicate Effectively with Others "I share my project in a way that makes people trust me and want to take action."	Courage "I stand up to challenges and keep going when things feel hard."	

K-2 Academic Skills Rubric

Criteria	"I can..."	Do I do this? (Circle One)			
Learn Content "I can explain an important problem in our world."	I can explain the problem in my own words.	 I'm Starting	 Sometimes	 Mostly	
	I can use 2-3 pieces of evidence to explain what causes the problem.	 I'm Starting	 Sometimes	 Mostly	
	I can explain at least 1-2 ways to fix the problem	 I'm Starting	 Sometimes	 Mostly	
Create a Solution "I can take action to help solve that problem."	I made, wrote or built something to help solve the problem.	 I'm Starting	 Sometimes	 Mostly	
	I can explain how my solution helps solve the problem with 1-2 examples.	 I'm Starting	 Sometimes	 Mostly	
	I can explain why I made the choices I made in my design.	 I'm Starting	 Sometimes	 Mostly	
Communicate Effectively "I can take action by sharing solutions with others."	I make good eye contact with my audience.	 I'm Starting	 Sometimes	 Mostly	
	I speak slow enough, loud enough, and clearly enough for people to understand me.	 I'm Starting	 Sometimes	 Mostly	








3-5 Academic Skills Rubric

Criteria	"I can..."	"Do I do this?" (Check One)		
Understand the Problem or Need "I can explain the problem, why it exists and support my understanding with science."	Problem: I can state the problem in my own words.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Cause: I can explain the problem with 3-4 scientific concepts.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Solution: I can explain potential solutions to the problem and the pros and cons of those solutions.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
Make a Strong Argument and Solution "I use a claim, evidence, and reasoning to help people understand the problem and show them how they can make a difference."	Claim: My project makes a clear claim about how to solve the problem.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Evidence: I support my claim with 3-4 pieces of strong, relevant evidence.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Reasoning: I explain how my evidence clearly supports my claim so people are compelled to use my solution or take action.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
Communicate Effectively With Others "I share my project in a way that makes people trust me and want to take action."	Organization: People can follow my organized ideas clearly because the order makes sense.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Word Choice: I use words and phrases (first/second/if/then/but/because/so) so people easily follow my ideas.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Connection: I make good eye contact with my audience.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Communication: I speak slowly enough, loudly enough, clearly enough and with confidence so people can understand me, believe me and want to take action.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	Multimedia: I use media, images, sound, or technology to help people see, understand, believe and take action.	<input type="checkbox"/> I'm starting	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully





K-2 Life Habits Reflection

	Life Habit	I show this habit:
	Learner "I try my best to learn and grow."	 I could do more  Sometimes  Mostly
	Curiosity "I ask questions to look for answers so I can learn and grow,"	 I could do more  Sometimes  Mostly
	Creativity "I create new ideas and new ways to do things."	 I could do more  Sometimes  Mostly
	Empathy "I think about how others feel and try to understand them."	 I could do more  Sometimes  Mostly
	Kinship "I care about others and my community."	 I could do more  Sometimes  Mostly
	Impact Awareness "I think about how my actions affect me, others, my community and my world."	 I could do more  Sometimes  Mostly
	Courage "I stand up to challenges and keep going when things feel hard."	 I could do more  Sometimes  Mostly

3-5 Life Habits Reflection

	Life Habit	Where do I “glow” and where can I “grow”?	
	Learner “I try my best to learn and grow.”	<input type="checkbox"/> I keep trying when things are hard. <input type="checkbox"/> I try new things so I can learn and grow	<input type="checkbox"/> I learn from my mistakes <input type="checkbox"/> I think people can improve and get better by trying.
	Curiosity “I ask questions to look for answers so I can learn and grow.”	<input type="checkbox"/> I ask questions and find answers to explore new ideas <input type="checkbox"/> I look for connections to things I know and love	<input type="checkbox"/> I try to dig deep to really understand something <input type="checkbox"/> I explore new ideas and topics on my own.
	Creativity “I create new ideas and new ways to do things.”	<input type="checkbox"/> I think of more than one way to solve a problem. <input type="checkbox"/> I use old ideas to make new ideas.	<input type="checkbox"/> I find patterns or connections <input type="checkbox"/> I try to make or build new things
	Empathy “I think about how others feel and try to understand them.”	<input type="checkbox"/> I try to feel what others are feeling <input type="checkbox"/> I notice how people are feeling when I play or work with them	<input type="checkbox"/> I see how different people have different strengths <input type="checkbox"/> I can share ideas in ways that are kind and support others.
	Kinship “I care about others and my community.”	<input type="checkbox"/> I build relationships with my classmates <input type="checkbox"/> I do kind things to help others in my class or group <input type="checkbox"/> I work well with others	<input type="checkbox"/> I share materials and ideas so everyone can participate <input type="checkbox"/> I think of the needs of the group and others
	Impact Awareness “I think about how my actions affect me, others, my community and my world.”	<input type="checkbox"/> I think about my own emotions and how they make me feel and act. <input type="checkbox"/> I think about how others might think or feel <input type="checkbox"/> I think about how my actions impact my community or world.	<input type="checkbox"/> I pay attention to how my actions impact others and how their actions impact me. <input type="checkbox"/> I pay attention to what others need and how my actions might help or hurt them.
	Courage “I stand up to challenges and keep going when things feel hard.”	<input type="checkbox"/> I stand up for what I believe in <input type="checkbox"/> I stand up for others.	<input type="checkbox"/> I share my ideas with confidence. <input type="checkbox"/> I advocate for my needs and community needs.

K-2 Purpose and Sense of Self Reflection

I know what I do best!	I know where I can grow.	I know what I love to do.	I know what I want to learn more about.
			
Draw a picture or describe what you do best.		Draw a picture or describe what you love.	

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Purpose and Sense of Self Reflection 3-5 Beginning of Year

Think about something that really excites you to learn about. What is it, and why do you want to know more?

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What are you really good at doing? Why do you think you're really good at this? How did you learn to be good at this?

What is something that challenges you, but you're willing to work on because it's important to you? Why does it matter?

When do you feel like you're doing your best work? What helps you get into that "flow"?

Imagine yourself in the future. What do you see yourself doing, and what skills or strengths do you need to get there?

What is one area where you feel like you could improve? How do you plan to work on this?

Purpose and Sense of Self Reflection 3-5 After Project

What excited you the most about this project? Did you learn something new that made you want to learn more?

What part of this project do you feel you did really well? How did you use your strengths to make that happen?

What was the most challenging part of this project for you? Why do you think it was hard, and how did you push through?

When did you feel like you were doing your best work during the project? What helped you stay focused and in the zone?

After working on this project, how do you see it helping you in the future? What skills or strengths did you build that could help you reach your goals?

What is one thing you could have done better in this project? What's your plan for improving next time?

Purpose and Sense of Self Reflection 3-5 End of Year

What is one thing you learned this year that you're really excited about? How did it spark your curiosity?

Looking back on the year, what are you most proud of? What strengths did you use to be successful?

What was the biggest challenge you faced this year, and how did you grow from it? Why was it worth the effort?

When during this year did you feel like you were doing your best work? What helped you get into that flow, and how can you do it more often?

Looking ahead, how do you see the things you've learned this year helping you in the future? What new skills or strengths have you gained?

What is one area where you still want to grow? How will you work on it to keep improving?