

# Protective Factors Index (PFI) Elementary School Scoring Rubric

## Rating Scale

- **4 (Meets Standard)**  
Student consistently demonstrates this standard with independence.
- **3 (Progressing towards Standard)**  
Student often demonstrates this standard with occasional support from teacher.
- **2 (Emerging)**  
Student occasionally demonstrates this standard with frequent support from teacher.
- **1 (Not meeting Standard)**  
Student does not demonstrate this standard and needs ongoing encouragement and teacher support.

## Frequency of Behavior

- 4 = 90-100% of the time.
- 3 = 75-90% of the time.
- 2 = 60-75% of the time.
- 1 = Less than 60% of the time

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## Kindergarten & First Grade PFI Rubric

<b>MOTIVATION</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Engages in class activities</b>	<ul style="list-style-type: none"> <li>▪ Listens and contributes during class activities and discussions</li> <li>▪ Follows directions</li> <li>▪ Takes turns</li> <li>▪ Joins an activity when asked</li> </ul>			
<b>Demonstrates an eagerness to learn</b>	<ul style="list-style-type: none"> <li>▪ Volunteers to take on new challenges (e.g., trying a new activity)</li> <li>▪ Asks questions to further understanding of a topic</li> <li>▪ Maintains a positive attitude when faced with challenges</li> <li>▪ Expresses enthusiasm when learning something new</li> </ul>			
<b>Demonstrates perseverance in completing tasks</b>	<ul style="list-style-type: none"> <li>▪ Uses strategies to work through challenges and complete work</li> <li>▪ Maintains a positive attitude when faced with a difficult or unfamiliar task</li> <li>▪ Recovers from setbacks</li> </ul>			
<b>Exhibits positive and optimistic behavior</b>	<ul style="list-style-type: none"> <li>▪ Maintains a positive attitude when engaged in class activities</li> <li>▪ Expresses enthusiasm</li> <li>▪ Believes in own capability as a learner</li> <li>▪ Shares excitement about learning with peers</li> <li>▪ Identifies aspects of school that are interesting and exciting</li> </ul>			

<b>SELF-KNOWLEDGE</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Identifies academic strengths and abilities</b>	<ul style="list-style-type: none"> <li>When asked, can name multiple strengths and abilities (e.g., "I am a good writer," or "I have neat handwriting")</li> </ul>			
<b>Identifies things he/she is interested in learning</b>	<ul style="list-style-type: none"> <li>When asked, can name multiple learning interests (e.g., "I like learning to read," or "I want to learn more about butterflies")</li> </ul>			

<b>SELF-DIRECTION</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Demonstrates the ability to self-regulate actions and emotions</b>	<ul style="list-style-type: none"> <li>Sustains attention during activities (such as centers) and routines (such as circle time)</li> <li>Avoids or resolves conflicts with others</li> <li>Exhibits safe behavior across school settings, throughout the day</li> <li>Refrains from emotional outbursts (e.g., temper tantrums or major upsets)</li> </ul>			
<b>Demonstrates resilience after setbacks</b>	<ul style="list-style-type: none"> <li>Recovers from (academic and social) disappointments and challenges without a lengthy disruption in engagement (e.g., being told that s/he completed an assignment incorrectly)</li> </ul>			
<b>Makes productive use of classroom time</b>	<ul style="list-style-type: none"> <li>Actively engages in challenging course work</li> <li>Stays focused on the task at hand</li> <li>Completes assignments and activities on time</li> </ul>			

<b>RELATIONSHIPS</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Works collaboratively in groups of various sizes</b>	<ul style="list-style-type: none"> <li>▪ Listens to peers</li> <li>▪ Participates actively (e.g., sharing verbally and/or listening)</li> <li>▪ Works with classmates to complete a task in the time given</li> </ul>			
<b>Seeks assistance when necessary</b>	<ul style="list-style-type: none"> <li>▪ Uses classroom resources (e.g., asking a peer, referring to a book/poster) before asking an adult for help</li> <li>▪ Actively seeks an adult whom they are comfortable asking for help</li> </ul>			
<b>Respects and accepts authority</b>	<ul style="list-style-type: none"> <li>▪ Follows adult directions</li> <li>▪ Communicates politely with adults</li> <li>▪ Responds to limit-setting without disruptive outbursts</li> </ul>			
<b>Forms respectful, equitable relationships with peers</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates skills related to sharing and turn-taking</li> <li>▪ Plays and/or collaborates on activities with a peer or peers</li> <li>▪ Resolves interpersonal conflicts</li> </ul>			

## Second & Third Grade PFI Rubric

<b>MOTIVATION</b>				
	<b>4 – Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Engages in class activities</b>	<ul style="list-style-type: none"> <li>▪ Listens and contributes during class lessons and discussions</li> <li>▪ Follows lesson directions</li> <li>▪ Stays focused and on task</li> <li>▪ Takes turns</li> <li>▪ Completes assigned tasks</li> </ul>			
<b>Demonstrates an eagerness to learn</b>	<ul style="list-style-type: none"> <li>▪ Volunteers to take on new challenges (e.g., trying a new activity)</li> <li>▪ Asks questions to further understanding of a topic</li> <li>▪ Maintains a positive attitude when faced with challenges</li> <li>▪ Expresses enthusiasm when learning something new</li> </ul>			
<b>Demonstrates perseverance in completing tasks</b>	<ul style="list-style-type: none"> <li>▪ Uses strategies to work through challenges and complete work</li> <li>▪ Maintains a positive attitude when faced with a difficult or unfamiliar task</li> <li>▪ Recovers from setbacks</li> <li>▪ Accepts constructive criticism about work (e.g., editing writing)</li> </ul>			
<b>Exhibits positive and optimistic behavior</b>	<ul style="list-style-type: none"> <li>▪ Maintains a positive attitude when engaged in class activities</li> <li>▪ Expresses enthusiasm</li> <li>▪ Believes in own capability as a learner</li> <li>▪ Shares excitement about learning with peers</li> <li>▪ Identifies aspects of school that are interesting and exciting</li> </ul>			

<b>SELF-KNOWLEDGE</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Identifies academic strengths and abilities</b>	<ul style="list-style-type: none"> <li>When asked, can name multiple strengths and abilities (e.g., "I am a good writer," or "I am able to read that book by myself")</li> </ul>			
<b>Identifies things he/she is interested in learning</b>	<ul style="list-style-type: none"> <li>When asked, can name multiple learning interests (e.g., "I like learning to read," or "I want to learn more about the solar system")</li> </ul>			

<b>SELF-DIRECTION</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Demonstrates the ability to self-regulate actions and emotions</b>	<ul style="list-style-type: none"> <li>Sustains attention during all classroom subjects and follows routines (e.g., lining up to walk the hallway or coming in from recess)</li> <li>Participated in academic and non-academic tasks without disrupting others</li> <li>Exhibits safe behavior across school settings, throughout the day</li> <li>Refrains from emotional outbursts (e.g., major upsets)</li> </ul>			
<b>Demonstrates resilience after setbacks</b>	<ul style="list-style-type: none"> <li>Recovers from (academic and social) disappointments and challenges without a lengthy disruption in engagement (e.g., being told that s/he completed an assignment incorrectly)</li> </ul>			
<b>Makes productive use of classroom time</b>	<ul style="list-style-type: none"> <li>Participates in activities as assigned</li> <li>Stays focused on the task at hand</li> <li>Completes assignments and activities on time</li> </ul>			

<b>RELATIONSHIPS</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Works collaboratively in groups of various sizes</b>	<ul style="list-style-type: none"> <li>▪ Listens to peers</li> <li>▪ Participates actively (e.g., sharing verbally and/or listening)</li> <li>▪ Works with classmates to complete a task in the time given</li> </ul>			
<b>Seeks assistance when necessary</b>	<ul style="list-style-type: none"> <li>▪ Uses classroom resources and protocols (e.g., asking a peer, using a references sheet) before asking an adult for help</li> <li>▪ Actively seeks the appropriate adult/s who can provide the needed support</li> </ul>			
<b>Respects and accepts authority</b>	<ul style="list-style-type: none"> <li>▪ Follows directions provided by all adults at school</li> <li>▪ Communicates politely with adults</li> <li>▪ Responds to limit-setting without disruptive outbursts</li> <li>▪ Can identify most or all of the rules at school</li> </ul>			
<b>Forms respectful, equitable relationships with peers</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates skills related to sharing and turn-taking</li> <li>▪ Can identify classmates by name</li> <li>▪ Collaborates on activities with a peer or peers</li> <li>▪ Resolves interpersonal conflicts (during instructional and non-instructional time)</li> </ul>			

## Fourth & Fifth Grade PFI Rubric

<b>MOTIVATION</b>				
	<b>4 – Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Engages in class activities</b>	<ul style="list-style-type: none"> <li>▪ Listens and contributes during class lessons and discussions, using established routines (e.g., raising their hand)</li> <li>▪ Follows multi-step lesson directions</li> <li>▪ Stays focused and on task</li> <li>▪ Takes turns</li> <li>▪ Completes assigned tasks</li> </ul>			
<b>Demonstrates an eagerness to learn</b>	<ul style="list-style-type: none"> <li>▪ Volunteers to take on new challenges (e.g., answering a question in front of the class, taking a leadership role in a small group)</li> <li>▪ Asks questions to further understanding of a topic</li> <li>▪ Maintains a positive attitude when faced with challenges</li> <li>▪ Expresses enthusiasm when learning something new</li> <li>▪ Pursues academic and extracurricular tasks</li> <li>▪ Completes homework assignments</li> </ul>			
<b>Demonstrates perseverance in completing tasks</b>	<ul style="list-style-type: none"> <li>▪ Uses strategies to work through challenges and complete work</li> <li>▪ Maintains a positive attitude when faced with a difficult or unfamiliar task</li> <li>▪ Recovers from setbacks</li> <li>▪ Accepts constructive criticism about work (e.g., editing writing)</li> </ul>			
<b>Exhibits positive and optimistic behavior</b>	<ul style="list-style-type: none"> <li>▪ Maintains a positive attitude when engaged in class activities</li> <li>▪ Expresses enthusiasm</li> <li>▪ Believes in own capability as a learner</li> <li>▪ Shares excitement about learning with peers</li> <li>▪ Identifies aspects of school that are interesting and exciting</li> </ul>			



<b>SELF-KNOWLEDGE</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Identifies academic strengths and abilities</b>	<ul style="list-style-type: none"> <li>Can name multiple strengths and abilities (e.g., "I am a good writer," or "I am able to do two digit multiplication")</li> </ul>			
<b>Identifies things he/she is interested in learning</b>	<ul style="list-style-type: none"> <li>Can name multiple learning interests (e.g., "I like learning to read," or "I want to learn more about the solar system")</li> </ul>			

<b>SELF-DIRECTION</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Demonstrates the ability to self-regulate actions and emotions</b>	<ul style="list-style-type: none"> <li>Sustains attention during all classroom subjects and follows routines (e.g., lining up to walk the hallway or coming in from recess)</li> <li>Participates in academic and non-academic tasks without disrupting others</li> <li>Exhibits safe behavior across school settings, throughout the day</li> <li>Refrains from emotional outbursts (e.g., major upsets)</li> </ul>			
<b>Demonstrates resilience after setbacks</b>	<ul style="list-style-type: none"> <li>Recovers from (academic and social) disappointments and challenges without a lengthy disruption in engagement (e.g., being told that s/he completed an assignment incorrectly)</li> </ul>			
<b>Makes productive use of classroom time</b>	<ul style="list-style-type: none"> <li>Participated in lessons as assigned</li> <li>Stays focused on the task at hand</li> <li>Completes assignments and activities on time</li> <li>Completes multi-step tasks</li> </ul>			

<b>RELATIONSHIPS</b>				
	<b>4 - Meets</b> <i>Student consistently, independently:</i>	<b>3- Progressing</b> <i>With occasional teacher support, student often:</i>	<b>2 - Emerging</b> <i>With frequent teacher support, student sometimes:</i>	<b>1 - Not Meeting</b> <i>Needs ongoing adult support as student infrequently:</i>
<b>Works collaboratively in groups of various sizes</b>	<ul style="list-style-type: none"> <li>▪ Listens to peers</li> <li>▪ Participates actively (e.g., sharing verbally and/or listening)</li> <li>▪ Works with classmates to complete a task in the time given</li> <li>▪ Demonstrated flexibility taking on different roles during group work (e.g., can follow and lead)</li> </ul>			
<b>Seeks assistance when necessary</b>	<ul style="list-style-type: none"> <li>▪ Uses classroom resources and protocols (e.g., asking a peer, using a references sheet) before asking an adult for help</li> <li>▪ Actively seeks the appropriate adult/s who can provide the needed support</li> </ul>			
<b>Respects and accepts authority</b>	<ul style="list-style-type: none"> <li>▪ Follows directions provided by all adults at school</li> <li>▪ Communicates politely with adults</li> <li>▪ Responds to limit-setting without disruptive outbursts</li> <li>▪ Knows and follows school rules</li> </ul>			
<b>Forms respectful, equitable relationships with peers</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates care for classmates and had formed friendships with peers</li> <li>▪ Identifies peers by name</li> <li>▪ Cooperates with peers and can work with others toward a common goal (e.g., completing a group science project or playing in a soccer game at recess)</li> <li>▪ Avoids or resolves interpersonal conflicts (during instructional and non-instructional time)</li> </ul>			