

Learner-Facing Overview

Portrait of a Nevada Learner

PreK-12 Competencies Across All Four Domains



NEVADA
Department of
Education



Nevada Future of
Learning Network

	EMPOWERING <i>How will I grow in my learning?</i>	CONNECTING <i>How do I build and sustain relationships and community?</i>	IMPACTING <i>How will I contribute to making an impact?</i>	THRIVING <i>How will I thrive?</i>
LEVEL 1 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.
LEVEL 2 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.
LEVEL 3 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.
LEVEL 4 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.
LEVEL 5 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.