

IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE DESCRIPTORS LEVELS 2-4



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MASTERY EDUCATION

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1. KNOWLEDGE OF CORE SUBJECTS

Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.

	LEVEL 2	LEVEL 3	LEVEL 4
1.1 Choose and apply learning strategies	<p>I can notice details in a book or picture and use them to help me make connections and/or pose questions that help me get ready to read or watch.</p> <p>I can learn and try one or more comprehension strategies (i.e., predict, connect, question, visualize, determine importance, infer, synthesize) to help me make meaning of a topic or source.</p> <p>I can notice when I am stuck reading, and I can take steps to persist (e.g. reread, use pictures/headings to help, look at words before/after for clues).</p>	<p>I can learn and use comprehension strategies to help me understand and make meaning of a topic or source.</p> <p>I can notice when I get stuck reading or completing a task, and I can choose a strategy to help me persist through the challenge.</p>	<p>I can proactively apply effective comprehension strategies to understand and make meaning of a topic or source.</p> <p>I can consistently monitor my learning process (e.g., tracking my progress, noticing when my understanding breaks down, when I feel unmotivated, or when I am having difficulty with my learning environment) and I can choose one or more strategies to help me persist through the challenge.</p> <p>I can learn and apply a tool or method to help me build my vocabulary as it relates to a topic.</p>
1.2 Conduct Inquiry <i>Progression continued on next page</i>	<p><i>With guidance,</i> I can notice things around me and then come up with a question that will help me learn more about a topic or about the way something works.</p> <p>I can use a provided source and/or choose a source to learn more about our topic or question.</p> <p>I can identify key information and explain how it relates to the topic or question at hand.</p> <p>I can share what I learned about the topic from the source.</p>	<p>I can frame a research question about my observations on a topic I am investigating.</p> <p><i>With guidance,</i> I can select different types of sources (e.g., primary or secondary texts or media, model performances, data sets, other exemplars) related to the topic or question.</p> <p>I can summarize key information from the sources and connect it to my research question.</p> <p>I can articulate my new learning or insight about the topic or question.</p>	<p>I can frame a research question that addresses a problem or topic I am investigating.</p> <p>I can locate a range of relevant sources and use specific criteria to assess the credibility and/or value of the source relative to my specific purpose (e.g., purpose, audience, genre, author's identity, and era).</p> <p>I can use a system to gather and organize specific evidence related to my research question.</p> <p>I can synthesize key sources, and describe how my own thinking has shifted or evolved as a result of my investigation.</p>



1. KNOWLEDGE OF CORE SUBJECTS continued

	LEVEL 2	LEVEL 3	LEVEL 4
1.3 Evaluate ideas/ concepts	<p>I can ask questions about a topic, concept, or event to help me understand more about it.</p> <p>I can share my opinion about the topic, idea/concept, or event and use details to explain why I have that opinion.</p>	<p>I can pose questions that will help me understand a topic, concept, or event, examine relevant data, and summarize or synthesize what I learn (e.g. through discussion, writing, graphing).</p> <p>I can use what I learn to form a position about the topic, concept, or event, providing evidence to support my perspective.</p>	<p>I can pose questions that will help me understand a concept or event, examine evidence/data from multiple perspectives or sources, and summarize or synthesize my findings.</p> <p>I can identify underlying assumptions, values, and/or biases related to a concept/event.</p> <p>I can use my analysis and/or specific criteria to evaluate the concept or event, providing specific, relevant evidence to support my critique.</p>
1.4 Apply knowledge and skills to authentic tasks	<p>I can organize the important information I'm given about a task.</p> <p>I can plan the steps to complete a task.</p>	<p>I can organize the important information given about a task in a way that helps me better understand the task.</p> <p>I can determine what is needed to complete the task/solve the problem.</p> <p>I can make a plan for completing the task, including key steps and deadlines.</p>	<p>I can gather and/or identify and organize the important information given about a task/problem (e.g., conditions, parameters, assumptions) in a way that helps me better understand the task/problem and how to approach it.</p> <p>I can use given information and prior knowledge to determine what I will need to know or do to complete the task/solve the problem.</p> <p>I can make a detailed plan for completing the task or project at my target performance level, which includes key activities, deadlines, and milestones to help me monitor my progress.</p>



2. CRITICAL THINKING & CREATIVE PROBLEM-SOLVING

Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

	LEVEL 2	LEVEL 3	LEVEL 4
2.1 Analyze issues in various contexts	<p>I can learn more about an issue in my community, including why it happens and who or what is impacted by it.</p> <p><i>With guidance,</i> I can express my opinion about the issue and conduct research to help me better understand the issue.</p> <p>I can make connections between the issue and my own experience or knowledge.</p>	<p>I can analyze an issue to determine its causes and effects, the surrounding factors that shape the issue, and the experiences and/or needs of the people involved.</p> <p>I can explain my own perspective on the issue, and I can conduct research to help me better understand.</p> <p>I can make connections between the issue and my own experiences and other issues or examples I have learned about.</p>	<p>I can analyze an issue and contextual factors to determine its root causes and significant effects, connect it to other local, national, and/or global issues, and understand the experiences, needs, and/or goals of the main stakeholders.</p> <p>I can explain my perspective on the issue, identify my own biases and/or limitations in understanding or knowledge, and I can conduct further research to address these gaps.</p> <p>I can draw on my existing knowledge to make connections between an issue and my own experiences, other issues or systems, and/or concepts I have learned about.</p>
2.2 Solve mathematical problems <i>Progression continued on next page</i>	<p>I can rephrase the problem in my own words, and organize the information given to help me find a way to solve the problem.</p> <p><i>With guidance,</i> I can choose and apply at least one strategy (i.e., Math Habits of Mind: visualize, question, experiment, identify patterns, tinker, conjecture) to begin testing out a solution.</p> <p>I can determine if my answer does or does not make sense.</p> <p>I can state my answer to the problem using correct notation, and I can explain how I solved the problem.</p>	<p>I can organize the important information in a way that helps me better understand the information provided, ask questions, and identify a starting point for solving it.</p> <p>I can choose and apply one strategy to build a solution, and test my solution to make sure it is correct.</p> <p>I can check that my solution is reasonable and free from computational errors.</p> <p>I can state my answer to the problem using correct mathematical notation.</p> <p>I can discuss my solution pathway orally or in writing.</p>	<p>I can organize the important information effectively, using tools when helpful, and identify one or more approaches to solving the problem.</p> <p>I can apply one or more strategies to build a solution and test my solution using multiple numerical cases.</p> <p>I can make any needed corrections so that my solution is reasonable and free from computational errors.</p> <p>I can state my solution to the problem in narrative and/or visual form using correct mathematical notation.</p> <p>I can present my solution pathway and use feedback from others to make improvements, when applicable.</p>



2. CRITICAL THINKING & CREATIVE PROBLEM-SOLVING continued

	LEVEL 2	LEVEL 3	LEVEL 4
2.3 Design and test solutions	<p>I can identify a problem that I can try to solve.</p> <p>I can brainstorm several solutions to the problem and select one to try.</p> <p><i>With guidance,</i> I can build a prototype/model.</p>	<p>I can research and describe a problem, including any constraints that I must keep in mind.</p> <p><i>With guidance,</i> I can define success criteria.</p> <p>I can brainstorm multiple solutions to the problem, including solutions that take an original approach, and select one or two to move forward.</p> <p>I can build a prototype/model that meets my success criteria, including any constraints.</p>	<p>I can articulate a research-based problem statement that defines the problem and includes key constraints and parameters, and I can use it to define success criteria.</p> <p>I can use divergent thinking processes to generate a range of solutions, including solutions that take an original approach, to the problem and select one or two to move forward.</p> <p>I can build a prototype/model that meets my success criteria and follow the design constraints and parameters.</p> <p>I can iterate to eliminate at least one significant flaw and major limitation.</p>
2.4 Construct evidence-based arguments	<p>I can form an opinion about a topic or issue, and provide at least one logical reason to support my argument.</p> <p>I can support each reason with relevant evidence from sources and/or from personal experience, and present my ideas in a logical order.</p>	<p>I can make an arguable claim about a topic or issue that is supported by multiple logical reasons and relevant evidence.</p> <p>I can support each reason with relevant evidence from credible sources.</p> <p>I can organize my ideas in a logical order based on my argument.</p> <p>I can briefly mention one or more counterclaims.</p>	<p>I can make an arguable claim about an important topic, theme, or issue in the world that is supported by multiple logical reasons and relevant evidence.</p> <p>I can support each reason with clear explanations while citing multiple pieces of relevant evidence from credible sources, tailored to my specific audience.</p> <p>I can present my ideas succinctly, and in a logical order that tightly adheres to my argument.</p> <p>I can use evidence to refute or disprove one or more counterclaims.</p>



3. ORAL & WRITTEN COMMUNICATIONS

Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

	LEVEL 2	LEVEL 3	LEVEL 4
<p>3.1 Develop ideas for a specific purpose</p>	<p>I can choose a central message (e.g., thesis, claim, plot) and determine my purpose and audience for my product/performance. <i>With guidance, I can decide on one or two things that I know my audience will be interested in.</i> I can choose details and information that support my central message, and organize them in a way that will help my audience understand my message and follow along easily.</p>	<p>I can choose a focused central message for my product/performance, drawing on sources when applicable. I can implement one or more specific ideas for tailoring my product to my purpose and audience. I can choose important details and/or evidence to help develop my central idea and achieve my purpose. I can organize my ideas in a logical way that is easy for my audience to follow.</p>	<p>Drawing on diverse sources, I can develop a focused central message that connects to an important theme, idea, or issue, and that has a specific purpose and audience. I can implement specific ideas for tailoring my product and/or approach to my purpose and audience. I can choose the most relevant and important details, descriptions, and/or evidence to develop my central message. I can organize my ideas and supporting content around a logical arc, and provide the audience with a memorable conclusion/resolution.</p>
<p>3.2 Engage in academic discussion with others</p> <p><i>Progression continued on next page</i></p>	<p>I can follow discussion norms (e.g., active listening, avoid interrupting others, share airtime). When it's my turn, I can share my ideas, respond to a question or prompt, or pose a question about the topic. I can show respect for the views of others.</p>	<p>I can come to the discussion having completed the prep work necessary, and I can follow established norms for the discussion. I can respond to questions or prompts in a way that shows my knowledge of the topic. I can pose specific questions related to the topic, and demonstrate active listening (e.g., focused listening, eye contact, receptive posture) and respect for different opinions. I can reflect on how well the discussion went and what I learned.</p>	<p>I can come to the discussion having completed the prep work necessary, and I can suggest and/or follow norms for the discussion. I can respond to questions, prompts, or comments by citing evidence to support my perspectives. I can pose questions about the topic to get more information about other people's ideas and/or to propel the discussion forward, and I can demonstrate active listening and openness to other points of view (e.g., cultural, religious, personal, political). I can practice building on the idea/s of another (e.g., elaborating on the idea, connecting to related idea/s or evidence). I can reflect on how the reasons or evidence provided by others inform or change the way I am thinking.</p>



3. ORAL & WRITTEN COMMUNICATIONS continued

	LEVEL 2	LEVEL 3	LEVEL 4
3.3 Prepare and finalize ideas in written formats	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can use feedback to improve my product.</p> <p>I can edit my final product to ensure it meets the guidelines provided by my teacher.</p> <p>I can explain what I did well and what I would change the next time.</p>	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can use feedback to improve my product for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards for the chosen genre.</p> <p>I can reflect on my final product to identify areas of strength and areas for improvement.</p>	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can gather and selectively use feedback from others, to improve my product for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards for the chosen genre.</p> <p>I can reflect on both my process and final product to identify areas of strength and areas for improvement.</p>
3.4 Deliver presentations	<p>I can organize my presentation so there is a clearly organized beginning, middle, and end.</p> <p>I can speak loudly and clearly and make eye contact with my audience.</p> <p>I can practice or rehearse my performance before I share (when applicable).</p>	<p>I can engage my audience with a hook that connects to my central idea, present my central idea and supporting details in an organized way, and conclude by reviewing key ideas or providing closure.</p> <p>I can speak loudly and clearly, make eye contact with my audience, and keep my place and pace during my presentation.</p> <p>I can practice or rehearse my performance, and make one or more adjustments to prepare for my performance.</p>	<p>I can engage my audience with a hook that connects to my central idea, present my central idea and supporting details in an organized and focused way, and conclude by reviewing key ideas and providing closure.</p> <p>I can maintain good posture, speak loudly and clearly, make eye contact with my audience, move with purpose, and keep my place and pace during my presentation.</p> <p>I can practice or rehearse my performance, and make adjustments to prepare for my performance and to ensure supporting materials or supplies are ready (when applicable)</p>



4. TEAMWORK & COLLABORATION

Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.

	LEVEL 2	LEVEL 3	LEVEL 4
4.1 Build collaborative relationships	<p>I can learn about what my teammates like to do and share what I like to do.</p> <p>With guidance, I can work with my team to create a goal for our project.</p> <p>With guidance, I can help create and implement a step-by-step plan for our project or task.</p>	<p>I can learn about my teammates' strengths and share my strengths.</p> <p>I can work with my team to create a specific goal or purpose statement and success criteria.</p> <p>I can work with my team to develop and implement a detailed project plan that includes milestones and due dates.</p> <p>I can check in to see how my teammates are doing as we are working and offer encouragement as needed.</p>	<p>I can learn about the strengths, perspectives, and capabilities of my teammates and share my own.</p> <p>I can work with my team to create a specific goal or purpose statement, and ensure we have a clear and shared understanding of success criteria.</p> <p>I can collaboratively develop and implement a detailed project plan that includes milestones, due dates, and key tasks.</p> <p>I can regularly and responsively check in to see how my teammates are doing as we are working and offer encouragement as needed.</p>
4.2 Contribute to team roles and responsibilities	<p>I can explain my role on my team and how that role is important to the team meeting its goals.</p> <p>With guidance, I can create a plan to complete my tasks on time.</p> <p>I can ask for help when I need it.</p>	<p>I can explain my role and responsibilities and how that they are important to the team meeting its goals.</p> <p>I can create a plan to complete my tasks on time.</p> <p>If I need help, I can seek it out in advance so that I finish my work on time.</p>	<p>I can explain my role and responsibilities and how those of each teammate are important to the team meeting its goals.</p> <p>I can work with my team to establish a way that we will share our work during the work process.</p> <p>I can create a plan to complete my tasks on time and elicit feedback from my team about that plan.</p> <p>If I encounter problems, I can come up with an alternative plan that will help me finish my work on time.</p>
4.3 Navigate interpersonal conflict	<p>If I notice a problem, I can try to figure out the cause of the problem.</p> <p>With teammates, I can discuss the problem and we can try the solution.</p> <p>If my team can't solve a problem together, I can ask my teacher for help.</p>	<p>I can notice when an interpersonal problem/issue has emerged while working in a group setting, and I can engage my teammates in addressing it.</p> <p>I can work with others to identify possible causes of the challenge.</p> <p>With guidance, I can help brainstorm ideas for addressing the challenge and take active steps to address the challenge.</p>	<p>I can notice when an interpersonal problem/issue has emerged in a collaborative setting, and I can promptly surface the issue while using positive language.</p> <p>I can work with others to analyze the context of the problem/issue, and to identify possible causes or contributing factors.</p> <p>I can pause to reflect on any role I may have played in its development.</p> <p>I can work with others to brainstorm, select, and implement one or more ideas for addressing the challenge in a positive and constructive way.</p>



5. DIGITAL LITERACY

Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

	LEVEL 2	LEVEL 3	LEVEL 4
5.1 Choose and evaluate online sources	<p><i>With guidance</i>, I can choose one or more sources that relate to our topic or question.</p> <p>I can locate information about who created the source and when.</p>	<p><i>With guidance</i>, I can choose multiple, diverse sources that provide different points of view on a topic or question.</p> <p>I can use information about the source (e.g., currency, relevance, authority, accuracy) to decide whether the source is reliable, and whether I should use it in my academic work.</p>	<p>I can use basic search methods and tools (e.g., keywords/categories; databases; websites) to identify and select multiple, diverse sources that reflect different points of view on a topic or issue.</p> <p>I can use criteria to contextualize and evaluate the credibility and/or value of the source relative to my specific purpose.</p> <p>I can decide how to appropriately use and cite the source in my academic work.</p>
5.2 Develop and apply knowledge of safety, privacy, and fair use practice	<p><i>With a trusted adult</i>, I can explore websites and talk about how to keep myself safe online.</p>	<p><i>With guidance</i>, I can create and manage my digital identity and understand the permanence of my online activity.</p> <p><i>With a trusted adult</i>, I can explore websites and applications, learn how websites and applications can watch what I do and use my information, and develop practices for protecting my safety online.</p>	<p>I can create and manage my digital identity and understand the permanence of my online activity.</p> <p>I can take steps to protect my privacy, reputation and safety online by learning how websites and applications can use the content I create.</p> <p><i>With guidance</i>, I can demonstrate my knowledge of how copyright and licensure works in a digital environment.</p>
5.3 Create and communicate in a digital environment	<p><i>With guidance</i>, I can choose a way to share my ideas with others outside of my class or family.</p> <p>I can choose a digital tool and/or materials (e.g. paints, writing tools, software) that are a good fit for the product I want to create.</p>	<p>I can choose a way to share my message with my audience that will help achieve my purpose.</p> <p>I can choose digital tools that are best suited to the product I want to create and will help me collaborate with others (when applicable).</p> <p>I can edit my work to create the best version of it.</p>	<p>I can choose an appropriate medium and craft a message that fits my audience and achieves my purpose.</p> <p>I can select digital tools to create my product that are tailored to my medium/format, delivery platform and collaborative needs.</p> <p>I can edit and finalize my work for sharing and/or publication.</p>



6. LEADERSHIP

Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

	LEVEL 2	LEVEL 3	LEVEL 4
6.1 Organize a team to work effectively	<p>I can make sure each teammate hears and understands the goal and task we've been given.</p> <p>I can work with my team to set a date for when we'll finish our team task.</p>	<p>I can lead my team in creating a goal statement together, based on project information provided.</p> <p>I can work with my team to break the task into parts ("milestones"), and set due dates for each milestone.</p>	<p>I can facilitate a timely team process for creating a SMART goal that clarifies how well we will complete the task.</p> <p>I can work with my team to build a project plan that includes milestones, due dates, and key tasks.</p> <p>I can lead the team in assessing resources needed (e.g., time, people, equipment) for successful completion.</p>
6.2 Encourage, guide, and motivate others	<p>As we are working, I can check in to see how my teammates are doing and offer to help if they need it.</p> <p>I can encourage my teammates and say what I like about their work.</p>	<p>As we are working, I can check in to see how my teammates are doing, and I can give feedback based on our deadlines and our goals.</p> <p>I can encourage my teammates and offer specific support.</p>	<p>As we are working, I can regularly check in to see how my teammates are doing, using criteria to give feedback.</p> <p>I can encourage my teammates and offer specific support, while reiterating expectations and goals.</p>
6.3 Organize, prioritize, and delegate work	<p>I can make sure each teammate understands their role or job before we begin.</p> <p>I can check in with team members to ensure that they share their work with each other.</p>	<p>I can work with teammates to identify their strengths and interests to make sure everyone has a role in which they can be successful.</p> <p>I can work with the team to create a system for sharing our work with each other.</p>	<p>I can guide a process to make sure each teammate has a role in which they can be successful and feel fulfilled.</p> <p>I can work with the team to create a system for sharing our work with each other in a timely manner.</p>
6.4 Reflect on learning and leadership	<p>As a team, we can talk about how well we did, and things we can do better next time.</p> <p>With guidance, I can think about how well I led the team, and what I could do better next time.</p>	<p>As a team, we can identify strengths in our final product, and strengths in our process of working together.</p> <p>We can identify several changes we would make if we could do the project again.</p> <p>As the leader, I can think about specific examples of how I led the team well, and specific examples of things I could do better next time.</p>	<p>As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together.</p> <p>As the leader, I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership, as well as specific next steps I can take to build my skills or strategies in this area.</p>



7. PROFESSIONALISM/WORK ETHIC

Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

	LEVEL 2	LEVEL 3	LEVEL 4
7.1 Build effective work habits	<p>With prompting or support, I can stop to reflect on my progress and identify whether something needs to change about my approach.</p> <p><i>With limited prompting,</i> I can follow the rules/norms for an inclusive, positive work environment.</p> <p>I can ask for help when I get stuck or distracted.</p>	<p>I can stop at strategic points to reflect on my progress and identify whether something needs to change about my approach.</p> <p>I can follow the rules/norms for an inclusive, positive work environment.</p> <p>I can ask for help when I get stuck and brainstorm ways to change my approach or where I am working, or get the specific help I need to keep progressing.</p> <p><i>With guidance,</i> I can apply a strategy to get back on track if I get distracted or have an issue caused by my environment or my choices.</p>	<p>I have a set of routines and tools I use to regularly monitor my learning process and my progress toward my goal.</p> <p>I can support a focused, inclusive, and positive work environment by following a set of norms/rules.</p> <p>When I get stuck or behind schedule, I can recognize it, and generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p> <p>I can avoid or quickly get back on track after distractions or issues caused by my environment or approach.</p>
7.2 Communicate in verbal and nonverbal language <i>Progression continued on next page</i>	<p><i>With guidance,</i> I can use "I" statements to share my point of view.</p> <p><i>With guidance,</i> I can listen and use words (or gestures, pictures, sign) to show my understanding of what another person said, including when they are feeling upset.</p> <p>I can ask to hear others' perspective if they have not been heard.</p> <p>With guidance, I can adjust my own body language and identify how it impacts my message.</p>	<p>I can use "I" statements to share my point of view and my feelings.</p> <p>I can listen and observe body language to identify and show understanding of how another person is feeling.</p> <p>I can notice whether all others are given respect and voice and ask to hear team members' perspective if they have not been heard.</p> <p>I can use feedback to adjust my own body language and analyze how it impacts my message.</p>	<p>I can honestly assert my feelings, recognizing that my feelings must be balanced with the feelings of others.</p> <p>I can listen without interrupting, and observe body language, to identify and show understanding of the feelings and perspectives of others.</p> <p>I can notice whether a group recognizes, values, and respects the voice of all participants, and call out when I notice an imbalance.</p> <p>I can think about my body language and change it if necessary (e.g., uncross arms, make eye contact).</p>



7. PROFESSIONALISM/WORK ETHIC continued

	LEVEL 2	LEVEL 3	LEVEL 4
7.3 Demonstrate integrity and personal accountability	<p>I can use feedback to identify my strengths and weaknesses.</p> <p>I can engage in an activity that will give me an opportunity to learn something new.</p> <p><i>With guidance</i>, I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice a strategy for avoiding them.</p>	<p>I can use feedback and reflection to identify my strengths and weaknesses.</p> <p>I can apply what I learn to help me choose an activity that will give me an opportunity to build on my existing skills or develop a new skill.</p> <p>I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice a strategy for avoiding them.</p>	<p>I can self-assess, using feedback, reflection, or other tools (e.g., rubrics, past work) to identify my strengths and weaknesses.</p> <p>I can apply my self-knowledge to engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.</p> <p>I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice one or more strategies for avoiding them.</p> <p>I can identify the relationships and activities that make me feel joy, pride, or a sense of purpose.</p>
7.4 Practice self-reflection and personal growth strategies	<p><i>With guidance</i>, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for personal reflection in order to help me engage in contemplation.</p>	<p>I can try a technique/strategy for personal reflection in order to help me engage in contemplation.</p> <p><i>With guidance</i>, I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.</p>	<p>I can choose a technique/strategy for personal reflection to try in order to help me contemplate, process, and grow.</p> <p>I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.</p>



8. CAREER EXPLORATION & DEVELOPMENT

Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

	LEVEL 2	LEVEL 3	LEVEL 4
8.1 Identify, develop, and communicate personal strengths	<p>With guidance, I can use feedback or a strategy (e.g. journaling, using a rubric, examining work) to reflect on things I do well or do not do well.</p> <p>I can participate in an activity that will help me practice something that I like doing.</p>	<p>I can use feedback or a strategy (e.g. journaling, using a rubric, examining work) to reflect on things I do well or do not do well.</p> <p>I can choose and participate in an activity that will help me practice something that I want to do well.</p> <p>I can examine a task (e.g. project, activity, game) and say which parts I feel confident that I can complete.</p>	<p>I can use personal reflection and feedback to identify my areas of strength and areas where I can improve.</p> <p>I can choose and participate in opportunities to practice and expand my existing skills and/or develop new skills that will help me meet my goals.</p> <p>I can discuss how my strengths and knowledge will help me complete a task (e.g. project, learning activity, job).</p>
8.2 Build support networks	<p>In a safe setting, I can introduce myself to someone I don't know, using a friendly greeting that is familiar to the person.</p> <p>I can nicely ask someone (e.g., classmate, teacher, coach) for help on something that I have noticed she or he knows how to do very well.</p>	<p>I can intentionally initiate new relationships with peers who share my interests.</p> <p>I can seek out support from a trusted peer or adult in my network (e.g., classmate, teacher, coach) who has strengths or expertise related to a goal, project, or interest of mine.</p>	<p>I can intentionally initiate new relationships with others who have interests, perspectives, or strengths that are different from mine and/or that I can learn from.</p> <p>I can seek out support from a trusted individual, within my network, who has strengths or expertise relevant to a goal, project, or interest of mine.</p>
8.3 Develop an educational and career pathway	<p>I can explore different jobs and decide which ones are interesting to me.</p> <p>I can make a goal and identify some steps I will need to follow to reach it.</p>	<p>I can explore different careers, based on my interests and strengths.</p> <p>I can articulate a goal and describe the steps needed to attain it, as well as what help I might need.</p>	<p>I can select and use resources (e.g. job centers, my network, research) to explore, practice and/or pursue different careers, based on my interests and strengths.</p> <p>I can articulate a clear educational/career goal and describe the steps I will need to follow to reach it, as well as what help I might need.</p>



9. CITIZENSHIP & CIVIC RESPONSIBILITY

Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

	LEVEL 2	LEVEL 3	LEVEL 4
9.1 Participate in community	<p>Working with my teacher and classmates, I can help make and follow the rules and norms for our classroom/school community.</p> <p>I can treat others kindly and fairly, and help to make my classroom and school community a safe and comfortable place for others.</p>	<p>Working with my teacher and classmates, I can help make and follow the rules, norms, and community practices of our classroom/school community.</p> <p>I can treat others kindly and fairly, and I can contribute to a safe and inclusive classroom and school community.</p> <p>I can learn about, participate in, or help organize, opportunities for service projects or community-building events.</p>	<p>I can evaluate the rules, norms, and practices of my classroom/school community or other communities in which I participate.</p> <p>I can exhibit kindness and fairness toward individuals of all backgrounds and I can contribute to safe and inclusive communities.</p> <p>I can participate in or help organize, opportunities for volunteering, service projects or community-building events.</p>
9.2 Examine enduring problems <i>Progression continued on next page</i>	<p>Working with others, I can identify a problem or issue that affects many people in my community, and that I could help address.</p> <p>I can come up with questions to explore the issue.</p> <p>I can identify all the people or groups involved, and I can analyze their different perspectives on the issue.</p>	<p>I can identify a specific problem or issue in my community that I could help address.</p> <p>I can come up with questions to explore the issue, and prioritize the most important questions to investigate.</p> <p>I can identify all the parties and roles involved (e.g., decision-makers, influencers, those impacted), and I can analyze their different perspectives on the issue.</p>	<p>I can identify a specific problem or issue in my community that I could help address.</p> <p>I can generate and prioritize a range of questions to explore the issue, including its contemporary or historical context.</p> <p>I can identify all the parties directly and indirectly involved, and I can analyze their different perspectives, roles, and interests, as it relates to the issue (e.g., financial interests, health impacts, rights to participate).</p>



9. CITIZENSHIP & CIVIC RESPONSIBILITY continued

	LEVEL 2	LEVEL 3	LEVEL 4
9.3 Build civic knowledge	<p>I can learn about the different roles of government and community groups/members as it relates to a problem.</p> <p>I can identify reasons for why a problem has not already been fixed.</p> <p>I can learn about possible solutions to a problem, and what roles different parties would play in solving the problem.</p>	<p>I can learn about the different roles of government, businesses, and community groups/members as it relates to a problem, and examine different levers of power for making change.</p> <p>I can explore reasons, from multiple perspectives, for why the problem has persisted.</p> <p>I can learn about possible solutions to the problem, and analyze how different solutions involve and impact different parties.</p> <p>I can draw a main lesson from my investigation.</p>	<p>I can evaluate the roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of power for solving a problem.</p> <p>I can explore reasons, from multiple perspectives, for why the problem has persisted.</p> <p>I can study similar change efforts to help me identify viable solutions to the problem, and analyze how different solutions involve and impact different parties.</p> <p>I can synthesize key insights that can be drawn from my investigation.</p>
9.4 Improve my community	<p>Using what I learned from my investigation, I can come up with a plan for solving a problem or improving a situation.</p> <p>I can take positive and constructive action by implementing my plan.</p> <p>I can reflect on what I learned through implementation, how my actions impacted the situation, and what next steps I could take.</p>	<p>I can come up with a plan that engages other stakeholders in solving a problem or improving a situation.</p> <p>I can take positive, constructive action while demonstrating my civic knowledge.</p> <p>I can reflect on what I learned through implementation as well as what I could have done differently, how my actions impacted the situation, and what next steps I or others could take.</p>	<p>I can come up with a plan that engages multiple stakeholder groups, including government officials, in solving a problem or improving a situation.</p> <p>I can take positive, constructive action while demonstrating my civic knowledge.</p> <p>I can reflect on key learnings through implementation, and evaluate the impact of my actions on the issue, the effectiveness of my strategy, and what next steps I or others could take.</p>



10. FINANCIAL LITERACY

Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.

	LEVEL 2	LEVEL 3	LEVEL 4
10.1 Practice short-term and long-term personal budgeting	<p>I can set a goal to save money (pretend or real) in order to buy something I want or need.</p> <p>With guidance, I can come up with a plan for saving enough money (e.g., through chores, jobs, trading, sharing) to reach my goal.</p> <p>With guidance, I can keep track of how much I earn until I achieve my goal.</p>	<p>I can set a short-term financial goal (real or scenario-based).</p> <p>I can develop a budget and an action plan for reaching my goal.</p> <p>I can use a tool to track my income and expenses and monitor my progress.</p>	<p>I can set a short-term financial goal, as well as one or more long-term financial goal(s) that connect to my post-secondary plans (e.g., education, career, community).</p> <p>I can develop a detailed, balanced budget and an action plan for achieving my goals.</p> <p>I can use a budgeting tool to routinely track and analyze my income and expenses, monitor my progress, and make data-informed adjustments to stay on track.</p>
10.2 Navigate financial tools, opportunities, and practices	<p>I can choose a way to keep the money I've earned safe and explain why I chose that approach.</p> <p>I can learn about different ways to keep track of the money I've earned, and I can try one and reflect on how well it worked for me.</p>	<p>I can learn about different tools for creating a budget and/or a plan, and I can choose one and try it.</p> <p>I can do basic research to identify and compare different banking opportunities for saving earned money.</p>	<p>I can conduct research to identify trusted financial information and resources related to my goal/s.</p> <p>I can choose and apply relevant budgeting and financial management tools that align to my purpose and my preferences.</p>
10.3 Demonstrate effective decision-making involving risk and reward	<p>With guidance, I can weigh the pros and cons of spending my money on something not related to my goal.</p> <p>I can practice making choices that help me stay focused on reaching my goal, even if it means waiting.</p>	<p>I can consider the trade-offs involved in saving money toward my goal versus spending my money now on something not related to my goal.</p> <p>I can practice making choices that help me stay focused on reaching my goal.</p> <p>I can reflect on the choices I made and what I might do similarly or differently in the future.</p>	<p>I can regularly evaluate the trade-offs involved in saving versus spending in the short-term.</p> <p>I can learn and practice strategies for making spending and saving decisions that are consistent with my goals and values.</p> <p>I can reflect on the choices I made, as well as my decision-making process, to determine what I might do similarly or differently in the future.</p>