	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Personal Development - 6	Frequently demonstrates leadership by: • applying effective communication skills to convey information and point of view • accepting the opinions of others (i.e. resolves conflict, mediates on the playground)	Generally identifies and demonstrates effective communication skills.	Exhibits difficulty in identifying effective communication skills.	Requires support to identify effective communication skills.
	Consistently and effectively: • uses a decision-making model • identifies the consequences of positive and negative behaviour.	Usually: • uses the decision-making process • identifies the consequences of positive and negative behaviour.	Has difficulty: • exploring the decision-making process • identifying positive and negative consequences of behaviour.	Seldom able to: • use the decision-making process • identify positive and negative consequences of behaviour.
	Regularly recognizes and appreciates individual differences.	Often demonstrates respect for individual differences.	Has difficulty recognizing and demonstrating respect for individual differences.	Not able to recognize or demonstrate respect for individual differences.
	Consistently displays positive interpersonal skills.	Usually demonstrates positive interpersonal skills.	Has difficulty demonstrating positive interpersonal skills.	Not able to demonstrate positive interpersonal skills.
	Evidence: Role Play, Exit Slips, Collage, Journals, Research Projects			

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Lifelong Learning- 6	Consistently displays the responsible behaviour of an effective learner in the middle school.	Usually demonstrates the responsible behaviour required to be an effective learner in a middle school setting.	Has difficulty demonstrating the responsible behaviour required to be an effective learner in a middle school setting.	Requires support to demonstrate the responsible behaviour required to be an effective learner in a middle school setting.
	Evidence: Behavioural Analysis of a Fictional Character, Role Play, Behavioural Checklist			

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Career Exploration & Planning- 6	Consistently makes connections between education, personal, and social skills and how they relate to the world of work.	Generally investigates how academic, personal, and social skills relate to education and career goals.	Occasionally has difficulty understanding the connection between education, personal, and social skills and the world of work.	Rarely able to demonstrate understanding of the connection between education, personal, and social skills and the world of work.
	Regularly identifies educational and community resources in order to learn about a variety of occupations.	Usually explores educational and community resources to learn about various occupations represented in the community.	At times, has difficulty exploring educational and community resources in order to learn about various occupations represented in the community.	Not able to explore educational and community resources in order to learn about various occupations represented in the community.
	Skillfully identifies the connections between personal qualities and academic and extra-curricular success.	Often describes how personal qualities affect academic and extra-curricular success.	Occasionally experiences difficulty describing how personal qualities and academics relate to extra-curricular success.	Seldom able to describe how personal qualities and academics relate to extra-curricular success.
	Consistently identifies the connection between personal interests and possible career choices.	Lists personal interests and hobbies and matches them to possible career choices.	Sometimes has difficulty relating hobbies and interests to possible career choices.	Not able to relate hobbies and interests to possible career choices.
	Evidence: Career Portfolio (Career Cruising), Research Project, Information Interviews			