**Personal Development**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Frequently demonstrates leadership by applying effective communication skills to convey information and point of view while also accepting the opinions of others (i.e. resolves conflict, mediates on the playground). | Generally identifies and demonstrates the difference between effective and ineffective communication. | Exhibits difficulty in identifying effective communication skills. | Requires support to identify effective communication skills. |
| Consistently uses a decision-making model to make personal decisions on a daily basis. | Usually explores the decision-making process and can make connections to the consequences of positive and negative behaviour. | Has difficulty exploring the decision-making process. Cannot make connections or identify positive and negative consequences of behaviour. | Seldom able to explore the decision-making process or identify positive and negative consequences of behaviour. |
| Regularly recognizes and demonstrates an appreciation for individual differences. | Often explores opportunities to demonstrate respect for individual differences. | Has difficulty recognizing, exploring, and demonstrating respect for individual differences. | Not able to recognize or demonstrate respect for individual differences. |
| Consistently displays positive interpersonal skills. | Explores and usually demonstrates positive interpersonal skills. | Has difficulty demonstrating positive interpersonal skills. | Not able to demonstrate positive interpersonal skills. |

**Lifelong Learning**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Consistently displays the responsible behaviour of an effective learner in the middle school. | Usually demonstrates a sense of responsibility to be an effective learner in a middle school setting. | Has difficulty adapting to the middle school setting. | Requires support to adapt to the middle school setting. |

**Career Exploration and Planning**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| 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. |