**Personal Development**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Effectively communicates thoughts and feelings to others; shows an awareness of the effect people have on the feelings of others; demonstrates empathy. | Purposefully identifies and communicates feelings to others; identifies the need for empathy for the feelings of others. | Identifies and communicates basic feelings of self and others; acknowledges the similarities and differences of others. | Seldom able to:  -identify or communicate basic feelings of self and others; acknowledge the similarities and differences of others |
| Consistently resolves their own and others’ conflicts without the use of physical aggression. | Often uses active listening skills, adequately implements basic conflict-management strategies, and knows when to seek assistance. | Exhibits limited ability to use active listening skills and to articulate thoughts when interacting with others. | Rarely able to use active listening skills and articulate thoughts when interacting with others. |
| Independently evaluates the results of choices and continues to explore other options. | Effectively applies the problem-solving process. | Capable of listing steps in problem-solving process. | Seldom able to list the steps in the problem-solving process. |
| Intrinsically motivated to practise responsible behaviour. | Practises responsible behaviour in the school environment. | Inconsistently practises responsible behaviour in the school environment. | Rarely practices responsible behaviour in the school environment. |

**Lifelong Learning**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Uses learning style to develop personal study strategies. | Describes learning style and employs study skills. | Shows limited understanding of learning styles and study skills. | Seldom able demonstrate  understanding of learning styles and study skills |
| Intrinsically motivated to produce quality work. | Acknowledges the relationship between motivation, effort, and performance in the production of quality work. | Limited ability to identify the relationship between motivation, effort, and performance. | Rarely able to identify the relationship between motivation, effort, and performance. |
| Consistently demonstrates the ability to review and evaluate personal plans. | Demonstrates the ability to develop and monitor a personalized plan for a short-term goal. | Develops a personalized plan with assistance. | Rarely able to develop a personalized plan. |
| Independently researches how specific skills learned at school relate to various occupations. | Describes how the knowledge and skills learned at school relate to various occupations. | Limited ability to relate how the skills and knowledge learned at school relate to various occupations. | Seldom able to connect how the skills and knowledge learned at school relate to various occupations. |

**Career Exploration and Planning**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Examines personal benefits derived from various jobs. | Describes various jobs. | Exhibits limited knowledge of jobs and ways to access career information. | Seldom exhibits knowledge of jobs and ways to access career information. |
| Describes factors that influence career choices and, when given a set of values, interests, and attitudes, would be able to match these to potential occupations. | Identifies factors that influence career choices. | Limited ability to identify the factors that influence career choices. | Rarely exhibits the ability to identify the factors that influence career choices. |
| Independently develops a personal lifestyle goal to enhance learning. | Sets personal goals for a healthy lifestyle. | Limited ability to identify factors that influence healthy lifestyles. | Rarely exhibits the ability to identify factors that influence healthy lifestyles. |