**Personal Development**

|  |  |  |  |
| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Regularly accepts leadership roles requiring effective communication skills in a variety of settings (i.e. as a peer helper, student leader). | Generally understands the purpose of effective communication. | At times experiences difficulty in communicating with others. | Needs support tocommunicate effectively with others. |
| Consistently explains and demonstrates the connection between using a decision-making model and the positive results of using it. | Analyses decision-making models in order to make personal decisions. | Occasionally has difficulty analysing the decision-making models in order to make personal decisions.  | Rarely able to analyse the decision-making models in order to make personal decisions.  |
| Routinely draws connections between similarities and differences among people. | Analyses individual differences and develops an appreciation for other cultures. | Sometimes has difficulty analyzing individual and cultural differences. | Rarely able to analyze individual and cultural differences. |
| Constantly demonstrates positive interpersonal skills. | Recognizes and usually demonstrates positive interpersonal skills. | Has difficulty recognizing and demonstrating positive interpersonal skills. | Seldom able to recognize or demonstrate positive interpersonal skills. |

**Lifelong Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Consistently accepts the responsibilities of learning both in and out of the classroom.  | Generally recognizes responsibilities to be an effective learner in a middle school setting. | Sometimes has difficulty recognizing the responsibilities of an effective learner in a middle school setting. | Not able to recognize the responsibilities of an effective learner in a middle school setting. |

**Career Exploration and Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Understands and routinely expresses the connections between education, personal, and social skills and the world of work. | Generally recognizes how academic, personal, and social skills relate to education and career goals.  | Occasionally has difficulty recognizing the connections between education, personal, and social skills and the world of work. | Seldom able to recognize the connections between education, personal, and social skills and the world of work. |
| Consistently uses a combination of resources to access information regarding various educational and occupational choices. | Often identifies educational and community resources to learn about various occupations represented in the community. | At times has difficulty identifying educational and community resources in order to learn about various occupations represented in the community.  | Not able to identify educational and community resources in order to learn about various occupations represented in the community. |
| Regularly identifies and researches the connection between personal qualities and possible career choices. | Often identifies the relationship between personal qualities and possible career choices. | Occasionally has difficulty identifying the relationship between personal qualities and academics and how they relate to extra-curricular success.  | Seldom able to identify the relationship between personal qualities and academics and how they relate to extra-curricular success.  |
| Routinely explains and demonstrates the connection between personal interests and possible career choices. | Usually identifies the relationship between personal interests and possible career choices**.** | Sometimes has difficulty identifying personal interests and matching them to possible career choices.  | Not able to identify personal interests or match them to possible career choices.  |