

IDAHO COLLEGE AND CAREER READINESS COMPETENCIES BY SUBSKILL WITH PERFORMANCE LEVEL DESCRIPTORS 1-6



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Mastery Education

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Idaho College and Career Readiness Competencies

Idaho State Department of Education and Idaho State Board of Education

PURPOSE AND BACKGROUND

Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Approved in 2017 by the Idaho State Board of Education, the competencies represent a set of knowledge, skills, and attributes that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. College and career readiness is the attainment and demonstration of these competencies. Subskills and performance level descriptors, identified through the work of the Idaho Mastery Education Network and the Idaho State Department of Education, support achieving the competencies and allow an opportunity to measure performance.

Competency Titles

1. Knowledge of Core Subjects
2. Critical Thinking/Creative Problem Solving
3. Oral/Written Communications
4. Teamwork/Collaboration
5. Digital Literacy
6. Leadership
7. Professionalism/Work Ethic
8. Career Exploration and Development
9. Citizenship/Civic Responsibility
10. Financial Literacy



KEY TERMS AND ORGANIZATION

COMPETENCIES: Competencies represent the knowledge, skills and attributes that help students persevere in life and ensure they are ready for college and careers. Specific, measurable, and transferable, competencies are experienced through learning opportunities in conjunction with Idaho Content Standards. Authentic work and performance provide evidence of advancing through the competencies. Understandably, some competencies will have more focus in some grade levels and specific courses of study.

SUBSKILLS: The competency subskills represent identified abilities, processes, and strategies that enable students to achieve the competencies.

PERFORMANCE LEVEL DESCRIPTORS: Written in positive, developmental and student friendly “I can” statements, the performance level descriptors represent specific and observable actions and behaviors that become more sophisticated with each subsequent level. Teachers would use the descriptors to create individual and relevant learning experiences, using their own examples. On a pathway towards mastery, moving at their own speed and independent of age or grade level, learners would progress through the levels. Learners may work at Level 1 in one competency, especially in their early years, and at Level 3 in a different competency, ideally work towards performing at Level 5, ready for college and careers. Level 6 represents postsecondary skills and experience. **Bold font** represents the growth language from the previous level.

WORKFORCE SKILLS: Identified in Idaho code, the Workforce Skills help further organize the competencies. [Link to page 76-78](#)



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 1.1 Choose and Apply Learning Strategies

Performance Level Descriptors

Level 1

- With guidance, I can notice details in a book or picture (e.g., cover, title, bold print, characters, icons) to help me make a prediction, or to connect to something I already know.
- With guidance, I can ask and answer questions about a topic or text.
- With guidance, I can notice when I am stuck on a task, and I can try a strategy to help me get unstuck (e.g., try again, try another way, look for clues, ask for help).

Level 2

- 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.**
- 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.**
- 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).

Level 3

- I can **learn and use comprehension strategies to help me understand and make meaning of a topic or source.**
- 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.



Level 4

- **I can proactively apply effective comprehension strategies** to understand and make meaning of a topic or source.
- **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.
- **I can learn and apply a tool or method to help me build my vocabulary as it relates to a topic.**

Level 5

- I can proactively apply strategies to understand and make meaning of a topic/source **in order to achieve my learning goal/s.**
- I can consistently monitor my learning process, and I can **anticipate where I might get stuck or misunderstand** and I can choose one or more strategies to help me **avoid and/or** persist through challenges.
- **I can choose and apply one or more tools or methods to help me build my background knowledge** and vocabulary as related to a topic.

Level 6

- I can proactively apply strategies to understand **one or more complex topics/sources** in order to achieve my learning goal/s.
- I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges.
- **I can routinely apply tools or methods** to help me build my background knowledge and vocabulary **within and across disciplines.**
- **I can reflect on my past learning experiences to identify strategies that will help me optimize my learning in the future.**



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 1.2 Conduct Inquiry

Performance Level Descriptors

Level 1

- Working together, I can notice things around me and ask questions.
- With guidance, I can use a provided source and/or choose a source to learn more about our topic or question.
- I can pick out relevant details from a source.
- I can share something I learned that I didn't know before.

Level 2

- With guidance, 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.**
- I can use a provided source and/or choose a source to learn more about our topic or question.
- **I can identify key information and explain how it relates to the topic or question at hand.**
- I can share **what I learned about the topic from the source.**

Level 3

- I can **frame a research question** about my observations on **a topic I am investigating.**
- With guidance, 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.**
- I can **summarize** key information from the sources **and connect it to my research question.**
- I can **articulate my new learning or insight** about the topic or question.



Level 4

- I can frame a research question **that addresses a problem** or topic I am investigating.
- 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).
- I can **use a system to gather and organize specific evidence related to my research question**.
- I can **synthesize** key sources, and **describe how my own thinking has shifted or evolved as a result of my investigation**.

Level 5

- I can frame a research question that addresses a problem or topic I am investigating, **and I can refine my question/s to help focus my investigation**.
- I can locate relevant **and diverse** sources, and use **robust** criteria to contextualize and assess the credibility of the sources **and determine their relative value related to my specific purpose**.
- I can **select** and apply a system to help me gather and organize specific evidence related to my research question.
- I can synthesize key sources **while noting important gaps or limitations**, describe how my own thinking has shifted or evolved as a result of my investigation, and **share my findings with collaborators or reviewers**.

Level 6

- I can frame an original research question that addresses a problem or topic I am investigating, and I can refine my question/s to help focus my investigation.
- I can select relevant and diverse sources **that will help me interrogate and refine my own ideas**, and I can use robust criteria to contextualize and assess the credibility of the sources, and determine their relative value related to my research purpose.
- I can select, apply, or **design a comprehensive** system to help me gather information and organize my research materials.
- I can synthesize key sources, note important gaps or **limitations within or across my sources, and discuss the impact of those gaps or limitations when applicable**.
- I can **reflect on how my own perspectives, evidence basis, or understanding of alternative perspectives have shifted or evolved as a result of my research**.



Competency 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.

Subskill 1.3 Evaluate Ideas/Concepts

Performance Level Descriptors

Level 1

- I can ask questions about something I don't understand.
- I can talk, write, or draw to show what I think about an idea, event, or topic.

Level 2

- I can ask questions **about a topic, concept, or event to help me understand more about it.**
- I can share my opinion **about the topic, idea/concept, or event and use details to explain why I have that opinion.**

Level 3

- 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).
- **I can use what I learn** to form a position about the topic, concept, or event, **providing evidence to support my perspective.**

Level 4

- 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.
- **I can identify underlying assumptions, values, and/or biases** related to a concept/event.
- **I can use my analysis and/or specific criteria** to evaluate the concept or event, providing **specific, relevant** evidence to support my critique.



Level 5

- **I can conduct research** to help me understand a concept or event, examine evidence/data from multiple perspectives **and diverse sources**, and summarize or synthesize my findings.
- I can identify underlying assumptions, values, and/or biases related to a concept/event.
- I can use my analysis and/or specific criteria to evaluate the concept or event and **its implications in the historical or current context**, providing specific, relevant, **and important** evidence to support my critique.

Level 6

- I can conduct research to help me understand a concept or event, examine evidence/data from multiple perspectives and diverse sources, and summarize or synthesize my findings **while applying advanced disciplinary theories or principles**.
- I can identify underlying assumptions, values, and/or biases related to a concept/event.
- I can use my analysis and specific criteria to evaluate the concept or event and its implications in the historical or current context, providing specific, relevant, and important evidence to support my critique.



Competency 1.0 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.

Subskill 1.4 Apply Knowledge and Skills to Authentic Tasks

Performance Level Descriptors

Level 1

- I can explain a task (e.g., an authentic assignment, a problem, a design challenge) I'm working on.
- I can follow or, with guidance, plan the steps to complete a task.

Level 2

- I can **organize the important information I'm given about a task.**
- I can plan the steps to complete a task.

Level 3

- I can organize the important information given about a task **in a way that helps me better understand the task.**
- I can **determine what is needed to complete the task/solve the problem.**
- **I can make a plan for completing the task, including key steps and deadlines.**

Level 4

- 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.**
- 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.
- 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.**



Level 5

- I can gather, identify, and organize important information **related to the task/problem** in a way that helps me understand the task/problem and how to approach it.
- I can use information and prior knowledge to determine what is needed to complete the task **and identify gaps in my own knowledge or skills**.
- I can use **digital and other tools to develop** a detailed plan for completing the project at my target performance level, including key activities, deadlines, milestones, **resources needed, and a systematic way** to monitor progress.
- **I can reflect on how well I completed the task.**

Level 6

- I can gather, identify, and organize **any relevant** important information to the task/problem, **including previous attempts to address it**, in a way that helps me understand the problem, how to approach it.
- I can use information and prior knowledge to determine what is needed to complete the task/solve the problem and identify **assets and gaps** in my own knowledge or skills.
- I can use digital and other tools to develop a detailed plan, **appropriate to the purpose and context**, for completing the project at my target performance level, including key activities, deadlines, milestones, resources needed, and a systematic way to monitor progress.
- I can reflect on **the outcome to make necessary adjustments as needed now or for a future task**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 2.1 Analyze Issues in Various Contexts

Performance Level Descriptors

Level 1

- I can learn about a problem in my community.
- With guidance, I can share my opinion about the problem/issue.
- I can ask questions about the problem to help me understand it better.

Level 2

- I can learn **more about an issue in my community, including why it happens and who or what is impacted by it.**
- With guidance, I can express my opinion about the issue **and conduct research to help me better understand the issue.**
- **I can make connections between the issue and my own experience or knowledge.**

Level 3

- 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.**
- **I can explain my own perspective on the issue,** and I can conduct research to help me better understand.
- I can make connections between the issue and my own experiences **and other issues or examples** I have learned about.



Level 4

- 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.
- 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.
- 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.

Level 5

- I can analyze an issue to determine its root causes and **most important effects, accurately situate it within existing** local, national, and/or global **systems**, and understand the experiences, needs, goals, **and interests or motivations** of the main stakeholders.
- I can explain my perspective on the issue, identify my own **assumptions**, biases and/or limitations in understanding or knowledge, and I can conduct further research to address these gaps **and to expand or evolve my point of view**.
- I can draw on my existing knowledge to make connections between an issue and my own experiences, other issues or systems, concepts, **and/or theories**.

Level 6

- I can analyze an issue to determine its root causes and most important effects, accurately situate it within existing local, national, global, **and/or theoretical systems**, and understand the experiences, needs, goals, and interests or motivations **of all stakeholders**.
- I can explain my perspective on the issue, identify my own assumptions, biases and/or limitations in understanding or knowledge, and I can conduct further research **and/or original research** to address these gaps and to expand or evolve my point of view.
- I can **accurately contextualize an issue within my own schema** of experiences, knowledge of other issues or systems, concepts, and/or theories.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 2.2 Solve Mathematical Problems

Performance Level Descriptors

Level 1

- I can say what the problem is in my own words.
- With guidance, I can draw it or picture it in my mind.
- I can state my answer to the problem, and show the steps that I took to come to my answer.

Level 2

- **I can rephrase the problem in my own words, and organize the information given to help me find a way to solve the problem.**
- With guidance, 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.
- I can determine if my answer does or does not make sense.
- I can state my answer to the problem using correct notation, and I can explain how I solved the problem.

Level 3

- 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.
- I can choose and apply one strategy to build a solution, **and test my solution to make sure it is correct.**
- I can **check that my solution is reasonable and free from computational errors.**
- I can state my answer to the problem using correct **mathematical notation.**
- I can **discuss my solution pathway orally or in writing.**



Level 4

- I can organize the important information **effectively, using tools when helpful**, and identify one or more approaches to solving the problem.
- I can apply one or more strategies to build a solution and test my solution using **multiple numerical cases**.
- I can **make any needed corrections so that my solution is reasonable** and free from computational errors.
- I can state my solution to the problem **in narrative and/or visual form** using correct mathematical notation.
- I can **present** my solution pathway **and use feedback from others to make improvements, when applicable**.

Level 5

- I can **choose methods and tools** (e.g. graphic calculator, spreadsheet, software) **to efficiently** organize information and identify one or more approaches to solving.
- I can apply one or more strategy to build a solution, and test my solution **in multiple ways to confirm the validity and precision of my approach** (including that I have attended to the meaning of quantities).
- I can make any needed corrections so that my solution is reasonable and free from computational errors.
- I can state my solution to the problem in narrative form **using mathematical language** and proper mathematical notation.
- I can present my solution and use feedback from others to make improvements, when applicable.

Level 6

- I can choose **advanced** methods and tools to efficiently organize information and identify **multiple** approaches to solving, **including approaches from new perspectives**.
- **I can devise a novel approach to solving a problem, such as by experimenting with known approaches**, and test my solution in multiple ways to confirm the validity and precision of my approach.
- I can make any needed corrections so that my solution is reasonable and free from computational errors.
- I can state a **correct and/or high-quality solution** to the problem in narrative form using mathematical language and proper mathematical notation.
- I can present my solution **and collaborate with others to improve or refine my** approach.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 2.3 Design and Test Solutions

Performance Level Descriptors

Level 1

- Working with others, I can notice when something around me isn't working right, and we can brainstorm what to do about it.
- Working with others, I can try a solution to a problem and say how well it worked.

Level 2

- I can **identify** a problem that I can try to solve.
- I can **brainstorm several solutions to the problem and select one to try.**
- With guidance, I can **build a prototype/model.**

Level 3

- With guidance, I can **define success criteria.**
- I can brainstorm **multiple** solutions to the problem, **including solutions that take an original approach**, and select one **or two to move forward.**
- I can build a prototype/model **that meet my success criteria, including any constraints.**

Level 4

- I can research and describe a problem, **including any constraints that I must keep in mind.**
- 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.



- 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.
- I can build a prototype/model that meets my success criteria and **follow the design constraints and parameters**.
- **I can iterate to eliminate at least one significant flaw and major limitation.**

Level 5

- I can articulate a **concise**, research-based problem statement that defines the problem and includes **any relevant** constraints and parameters, and I can use it to define success criteria.
- I can use divergent thinking processes to generate **multiple, varied, and creative** solutions to the problem **and apply my success criteria and parameters** to select one or two to move forward.
- I can build **one or more prototypes/models** that meet my success criteria and follow all design constraints and parameters.
- **Through testing and modification, I can eliminate significant flaws and major limitations, and develop a feasible prototype that meets my criteria and design parameters.**

Level 6

- I can articulate a concise, research- based problem statement that defines, **or reframes**, the problem **in a novel way** and **includes complex, multi-dimensional** constraints and parameters, and use it to define success criteria.
- I can use divergent thinking processes to generate multiple, varied, and creative solutions to the problem and apply my success criteria and parameters to select one or two to move forward **that represent different approaches**.
- I can build multiple prototypes/models that meet my success criteria, follow all constraints and parameters, **and represent different ways to meet different user needs**.
- Through testing and modification, I can eliminate significant flaws and major limitations, and develop a feasible prototype that meets my criteria and design parameters **and is ready for beta testing or to be made public** (e.g. manufacturing, publishing).



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 2.4. Construct Evidence-based Arguments

Performance Level Descriptors

Level 1

- I can share my opinion on a topic, and share one or two reasons for my opinion.
- With guidance, I can provide reasons or examples to back up my opinion.

Level 2

- I can form an opinion about a topic or issue, and provide at least one logical reason to support my argument.
- I can support each reason with relevant evidence from sources and/or from personal experience, and present my ideas in a logical order.

Level 3

- **I can make an arguable claim** about a topic or issue that is supported by **multiple logical reasons and relevant evidence**.
- I can support each reason with relevant evidence **from credible sources**.
- I can organize my ideas in a logical order **based on my argument**.
- **I can briefly mention one or more counterclaims**.

Level 4

- 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.
- I can support each reason **with clear explanations while citing multiple pieces of relevant evidence** from credible sources, **tailored to my specific audience**.



- I can present my ideas **succinctly**, and in a logical order **that tightly adheres to my argument**.
- **I can use evidence to refute or disprove one or more counterclaims.**

Level 5

- **I can present a cohesive argument** about an important topic, theme, or issue in the world that is supported by multiple logical reasons and relevant evidence.
- I can support each reason with clear **and compelling** explanations **that integrate the most relevant, important, and convincing details or evidence from credible and varied sources**, tailored to my specific audience.
- I can present my ideas succinctly, and in a logical order that tightly adheres to my argument.
- **I can fairly and thoroughly develop and refute counterclaims.**

Level 6

- **Drawing on diverse sources and original insight**, I can create a cohesive argument about an important topic, theme, or issue in the world that is supported by multiple logical reasons and relevant evidence, **and that contributes to, or advances, the field or discipline**.
- I can support each reason/idea with clear and compelling explanations that integrate the most relevant, important, and convincing evidence from credible and varied sources, tailored to my specific audience.
- **I can attend to the knowledge level, concerns, values, and/or possible biases of my audience throughout my argument.**
- I can fairly and thoroughly develop and refute counterclaims, **using evidence and logic to critique their strengths and limitations** (e.g., reasons, sources, supporting evidence).



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 3 Oral/Written Communication: 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.

Subskill 3.1 Develop Ideas for a Specific Purpose

Performance Level Descriptors

Level 1

- I can choose the main thing I want to share with my audience.
- I can say what my purpose is for sharing.
- I can choose the details I want to share.
- I can put the details in the order that makes sense.

Level 2

- I can choose a **central message** (e.g., thesis, claim, plot) **and determine my purpose and audience** for my product/performance.
- *With guidance*, I can **decide on one or two things that I know my audience will be interested in.**
- 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.**

Level 3

- 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.



Level 4

- 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.**

Level 5

- 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 **and/or strategies** 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 add depth or complexity to my central message, acknowledging alternative ideas or perspectives** (when applicable).
- I can organize my ideas and supporting content around a logical, **coherent** arc and provides the audience with **an insight** in the conclusion/resolution.
- **I can articulate the impact I hope to have on my audience**

Level 6

- Drawing on diverse sources **and original insight**, I can develop a focused, purpose-driven central message that connects to an important theme, idea, or issue **and contributes to the field/discipline.**
- I can implement specific ideas and strategies for tailoring my product and approach to my purpose and audience.
- I can choose the most relevant and important details and/or evidence to add depth or complexity to my central message, **addressing conflicting or alternative ideas or perspectives** (when applicable).
- I can organize my ideas and supporting content around a logical, coherent **and compelling** arc, and provides the audience with a powerful insight in the conclusion/resolution.
- I can **anticipate** the impact **these ideas will have on different** audiences **and craft my message in a responsible way.**



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 3 Oral/Written Communication: 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.

Subskill 3.2 Engage in Academic Discussion with Others

Performance Level Descriptors

Level 1

- I can listen without interrupting when others are speaking.
- When it's my turn, I can share an idea or thoughts about the topic or question asked.

Level 2

- **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.**

Level 3

- **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.**

Level 4

- 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**.

Level 5

- I can come to the discussion having completed the prep work necessary, and I can **co-create and/or** follow established norms for the discussion.
- I can respond to questions, prompts, or comments in a way that shows my knowledge of the topic **and that offers a new insight, perspective, or evidence-based connection**.
- I can pose **exploratory or probing questions to elicit a wide range of perspectives** and/or to propel the discussion forward, and I can demonstrate active listening, openness, **and an appreciation for diverse points of view**.
- I can practice building on the idea/s of another, **and/or challenging claims through strategic questioning, citing relevant evidence, or elevating minoritized perspectives**.
- I can reflect on how the reasons, evidence, **or perspectives of others expand or evolve my thinking**.

Level 6

- I can come to the discussion having completed the prep work necessary, **as well as extra reading or research on the topic or issue**, and I can co-create and follow established norms for the discussion.
- **I can help orchestrate an equitable and inclusive discussion, seeking to include and/or elicit a wide range of perspectives, and ensuring a curious and respectful discourse**.
- I can deepen and propel the discussion by posing **insightful** questions, using specific evidence to support my claims or to clarify, confirm, or challenge those of others, **and providing the group with new information, perspectives, insights, or relevant connections that build on my or others' ideas**.
- I can practice building on the idea/s of another, and/or challenging claims through strategic questioning, citing relevant evidence, or elevating minoritized perspectives.
- I can reflect on how the reasons, evidence, **insights or** perspectives of others expand or evolve my thinking.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 3 Oral/Written Communication: 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.

Subskill 3.3 Prepare and finalize Ideas in Written Format

Performance Level Descriptors

Level 1

- I can talk with others about my work and the choices made and why.
- I can use feedback to improve my work.
- I can share about what I liked about my work.

Level 2

- **I can use criteria to self-assess and identify areas for improvement.**
- I can use feedback to improve my **product**.
- **I can edit my final product to ensure it meets the guidelines provided by my teacher.**
- I can **explain what I did well and what I would change the next time.**

Level 3

- I can use feedback to improve my product **for my specific audience and purpose.**
- I can edit my final product to ensure **it follows conventions and standards for the chosen genre.**
- I can **reflect on my final product to identify areas of strength and areas for improvement.**
- I can use criteria to self-assess and identify areas for improvement.

Level 4

- I can use criteria to self-assess and identify areas for improvement.
- I can **gather and selectively use feedback from others**, to improve my product for my specific audience and purpose.



- I can edit my final product to ensure it follows conventions and standards for the chosen genre.
- I can reflect on **both my process and** final product to identify areas of strength and areas for improvement.

Level 5

- I can **solicit general as well as targeted feedback based on my self-assessment**, and selectively **integrate** feedback to improve my product for my specific audience and purpose.
- I can edit my final product to ensure it follows conventions and standards **consistent with the professional world**.
- I can **evaluate** both my process and final product to identify areas of strength and areas for improvement.

Level 6

- I can solicit general as well as targeted feedback **from expert/s** based on my self-assessment, and selectively integrate feedback to improve my product for my specific audience and purpose.
- I can edit my final product to ensure it follows conventions and standards consistent with the professional world, **or breaks from standard conventions for a specific purpose or effect**.
- I can evaluate both my process and product to identify areas of strength and areas for improvement **and improve my strategic approach to similar work in the future**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 3 Oral/Written Communication: 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.

Subskill 3.4 Deliver Presentations

Performance Level Descriptors

Level 1

- I can say what I will talk about (my main idea).
- I can share details to help my audience understand what I am talking about, using a picture or item that relates.
- I can speak loudly and clearly so my audience can hear me.
- I can say something to clearly end my presentation.

Level 2

- I can **organize my presentation so there is a clearly organized beginning, middle, and end.**
- I can speak loudly and clearly and **make eye contact with my audience.**
- **I can practice or rehearse my performance before I share (when applicable).**

Level 3

- 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.**
- I can speak loudly and clearly, **make eye contact with my audience, and keep my place and pace during my presentation.**
- I can practice or rehearse my performance, **and make one or more adjustments to prepare for my performance.**

Level 4

- 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.



- 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.
- 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)**

Level 5

- I can engage my audience with a hook that connects to my central idea, present my central idea and supporting details in an organized, **compelling**, and focused way, **addressing alternative views and the limitations of my work**, and conclude by reviewing key ideas **and connecting to larger themes/ideas**.
- I can maintain good posture, eye contact, and purposeful movement, **while making real-time changes** (e.g., pace, tone, length, selected anecdotes) **to emphasize important points**.
- I can participate in **sufficient** practice or rehearsal rounds **to ensure a high quality performance**, make adjustments to prepare for my performance, and ensure supporting technologies, supplies, and materials are ready (when applicable).

Level 6

- I can engage my audience with a **substantive** hook, present my central idea and supporting details in an organized, compelling, and focused way, addressing alternative views and attending to the limitations of my **perspective, evidence, and/or knowledge**, and conclude by reviewing key ideas, and connecting to larger themes/ideas or **domain-specific context**.
- I can maintain good posture, eye contact, and purposeful movement, while making real-time changes (e.g., pace, tone, length, selected anecdotes) **to maintain audience interest** and/or to emphasize important points.
- I can participate in sufficient practice or rehearsal rounds to ensure a high quality performance, make adjustments to prepare for my performance, and ensure supporting technologies, supplies, and materials are ready (when applicable).



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 4 Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.

Subskill 4.1 Build Collaborative Relationships

Performance Level Descriptors

Level 1

- *With guidance*, I can work with my team to say what we are going to do and when we are going to do it.

Level 2

- I can **learn about what my teammates like to do and share what I like to do.**
- With guidance, I can work with my team **to create a goal for our project.**
- With guidance, I can **help create and implement a step-by-step plan for our project or task.**

Level 3

- I can learn about **my teammates' strengths and share my strengths.**
- I can work with my team to create **a specific goal or purpose statement and success criteria.**
- I can work with my team to develop and implement a detailed project plan **that includes milestones and due dates.**
- I can **check in to see how my teammates are doing as we are working and offer encouragement as needed.**

Level 4

- I can learn about the **strengths, perspectives, and capabilities** of my teammates and share my own.
- 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.**
- I can collaboratively develop and implement a detailed project plan that includes milestones, due dates, **and key tasks.**
- I can **regularly and responsively** check in to see how my teammates are doing as we are working and offer encouragement as needed.



Level 5

- I can learn about **and find ways to acknowledge and/or celebrate** the strengths, perspectives, and capabilities of my teammates and share my own.
- With teammates, I can **establish** a clear, shared understanding of the **purpose, goals, and success criteria** for a task or project.
- I can collaboratively develop and implement a detailed project plan that includes milestones, due dates, key tasks, **and a process for monitoring progress.**
- I can regularly and responsively check in to see how my teammates are doing as we are working and offer **actionable support** and encouragement as needed.

Level 6

- I can learn about and find ways to acknowledge and/or celebrate the **diverse** strengths, perspectives, and capabilities of my teammates and share my own, **and collaborate in allocating tasks.**
- With teammates, I can establish a shared understanding of purpose, goals, and success criteria for a task or project, **as well as to anticipate and develop strategies for potential issues or challenges** (e.g., limited resources, interpersonal or cultural "misses," decision-making protocols).
- I can collaboratively develop and implement a detailed project plan, **leveraging relevant tools or technologies to support key project management functions, as well as agreed-upon processes for monitoring our progress individually and collectively.**
- I can regularly and responsively check in to see how my teammates are doing as we are working and offer encouragement **or help facilitate support** as needed.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 4 Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.

Subskill 4.2 Contribute to Team Role and Responsibilities

Performance Level Descriptors

Level 1

- I can explain my role on my team and how I will help my team complete its work.
- With guidance, I can create a plan to complete my tasks.
- I can ask for help when I need it.

Level 2

- I can explain my role on my team **and how that role is important to the team meeting its goals.**
- With guidance, I can create a plan to complete my tasks **on time.**
- I can ask for help when I need it.

Level 3

- I can explain my role **and responsibilities** and how that they are important to the team meeting its goals.
- I can create a plan to complete my tasks on time.
- **If I need help**, I can **seek it out in advance** so that I finish my work on time.

Level 4

- I can explain my role and responsibilities and **how those of each teammate** are important to the team meeting its goals.
- **I can work with my team to establish a way that we will share our work during the work process.**
- I can create a plan to complete my tasks on time **and elicit feedback from my team about that plan.**
- **If I encounter problems**, I can **come up with an alternative plan that will help me** finish my work on time.



Level 5

- I can explain how my role and responsibilities **support, interact with, and depend on** those of my teammates and help the team meet its goals.
- I can work with my team **to select and use relevant tools to support key project management functions** (e.g., notifications, charts, role assignments, time allocations).
- I can create a plan to **fulfill my responsibilities that is aligned to the team's plan**.
- I can **make adjustments** to my plan as needed to **make sure my work is completed and integrated into the work of my teammates**.

Level 6

- Using my understanding of my role, responsibilities, and the team's goals, **I can create a detailed, feasible plan for fulfilling my responsibilities that is appropriately timed to the workflow of my team**.
- I can work with the team **to consistently and effectively implement norms, routines, tools or processes to help optimize our workflow and our collaboration**.
- I can **adjust** my plan or **modify my responsibilities as the team's work progresses, in response to the work and feedback of my team**.
- **I can anticipate areas where my role or responsibilities intersect with a teammate and clarify responsibilities or plan collaboration in advance**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 4 Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.

Subskill 4.3 Navigate Interpersonal Conflict

Performance Level Descriptors

Level 1

- If I notice a problem, I can think about a way to solve it.
- If I can't solve a problem, I can ask my teacher for help.

Level 2

- If I notice a problem, I can **try to figure out the cause of the problem.**
- **With teammates, I can discuss the problem and we can try the solution.**
- If **my team** can't solve a problem **together**, I can ask my teacher for help.

Level 3

- 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.**
- **I can work with others to identify possible causes of the challenge.**
- With guidance, I can help brainstorm ideas for addressing the challenge and take active steps to address the challenge.

Level 4

- 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.**
- I can work with others to **analyze the context of the problem/issue**, and to identify possible causes **or contributing factors.**
- **I can pause to reflect on any role I may have played in its development.**



- I can **work with others** to brainstorm, **select, and implement one or more ideas** for addressing the challenge **in a positive and constructive way**.

Level 5

- I can **anticipate** and/or notice when an interpersonal problem/issue has emerged while working in a collaborative setting, and I can promptly surface the issue, **using strategies to maximize receptivity of the group** (e.g., positive framing, "I" statements, avoid blame/shame, open body language, active listening).
- I can work with others to analyze the context, causes, and contributing factors of the problem/issue, **as well as its impact on people, process, or outcomes**.
- I can **use personal reflection, analysis, and/or input from others to identify** any role I may have played in its development **and/or what specific role that I could play in its resolution** (e.g., integrate feedback, adjust process or roles, account for and repair harm, mediate a conversation).
- I can work with others **to choose** and implement a plan for addressing the challenge in a positive and constructive way, **and for anticipating and overcoming obstacles that emerge**.

Level 6

- I can anticipate and/or notice when a challenge or concern has emerged while working in a group or team setting, and I can promptly surface the issue, using strategies to maximize receptivity **that are responsive to relational and/or cultural dynamics**.
- I can work with others **to apply relevant tools or frameworks to analyze** the context, causes, and contributing factors of the problem/issue at the interpersonal, **cultural, and/or institutional level**, as well as its impact on people, process or outcomes.
- I can use personal reflection, analysis, and/or input from others to identify any role I may have played in its development and/or what specific role that I could play in its resolution.
- I can work with others to choose and implement a plan for addressing the challenge in a positive and constructive way, for anticipating and overcoming obstacles that emerge, **and for reflecting on both process and outcomes**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 5.1 Choose and Evaluate Online Sources

Performance Level Descriptors

Level 1

- *With guidance*, I can choose a book or story that relates to our topic or question.
- I can share why I chose it.

Level 2

- *With guidance*, I can choose one **or more** sources that relate to our topic or question.
- **I can locate information about who created the source and when.**

Level 3

- *With guidance*, I can choose **multiple, diverse sources that provide different points of view** on a topic or question.
- **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.**

Level 4

- **I can use basic search methods and tools** (e.g., key words/categories; databases; websites) **to identify and select** multiple, diverse sources that reflect different points of view on a topic or issue.
- I can use **criteria to contextualize and evaluate the credibility and/or value of the source relative to my specific purpose.**
- I can decide **how to appropriately use and cite the source** in my academic work.



Level 5

- I can use **advanced search methods** (e.g., academic journals, phrase searching, Boolean operators) and tools to identify and select multiple, diverse sources that reflect different points of view on the topic or issue.
- I can use criteria to contextualize and evaluate the credibility and/or value of the source relative to my specific purpose, **including whether they are supported by evidence, properly cited, and can be verified by other sources.**
- **I can note important gaps or limitations within or across my sources,** and decide how to appropriately use and cite sources in my academic work.

Level 6

- I can use advanced search methods to select relevant and diverse sources **that will help me interrogate and refine my own ideas related to a topic or issue.**
- I can use **robust** criteria to contextualize and evaluate the credibility and/or value of the source relative to my specific purpose, including whether they are supported by evidence, properly cited, and can be verified by other sources.
- **I can evaluate each source's representation or treatment of competing viewpoints or counter evidence** (when applicable), **and determine whether the source exhibits intellectual integrity and is valid for academic or professional use.**
- I can note important gaps or limitations within or across my sources, and decide how to appropriately use, **share with collaborators,** and cite sources in my academic work.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 5.2 Develop and Apply Knowledge of Safety, Privacy, and Fair Use Practices

Performance Level Descriptors

Level 1

- I can talk about ways to keep myself safe in my community and my home.

Level 2

- *With a trusted adult, I can explore websites and talk about how to keep myself safe online.*

Level 3

- *With guidance, I can create and manage my digital identity and understand the permanence of my online activity.*
- *With a trusted adult, 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.*

Level 4

- I can create and manage my digital identity and understand the permanence of my online activity.
- I can **take steps to protect my privacy, reputation and safety online** by learning how websites and applications can use the content I create.
- *With guidance, I can demonstrate my knowledge of how copyright and licensure works in a digital environment.*



Level 5

- I can create and manage my digital identity and understand **the range of ways that I produce data** through my online activity.
- I can take steps to protect my privacy, reputation, and safety online, **including vetting the practices and policies of websites and applications I use.**
- I can demonstrate my understanding of **fair use practices and policies.**

Level 6

- I can create and manage **one or multiple** digital identities and understand the range **and types** of data that I produce through my online activity.
- I can take steps to protect my privacy, reputation, and safety online, including vetting the practices, policies, and reputation of websites, applications, **and networks** I use.
- I can **follow** fair use practices and policies in my work.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 5.3 Create and Communicate in a Digital Environment

Performance Level Descriptors

Level 1

- I can use a digital tool (e.g., drawing app, Google Slide) to create and/or share something I've made.
- I can share what I liked about using the tool, and/or what I found challenging about it.

Level 2

- *With guidance*, I can **choose a way** to share my ideas with others **outside of my class or family**.
- 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**.

Level 3

- I can choose a way to share my message with my audience **that will help achieve my purpose**.
- 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).
- I can **edit my work to create the best version of it**.

Level 4

- I can choose **an appropriate medium and craft a message** that fits my audience and achieves my purpose.
- I can **select** digital tools to create my product **that are tailored to my format and collaborative needs**.
- I can **edit and finalize my work for sharing and/or publication**.
- I can choose an appropriate medium and craft a **clear** message **to best reach** my audience and achieve my purpose.
- I can select digital tools to create my product that are tailored to my **medium/format, delivery platform**, and collaborative needs.
- I can edit and finalize my work for publication, **ensuring it is free of errors and properly cited**.

Level 5

- I can choose an appropriate medium and craft a **clear** message **to best reach** my audience and achieve my purpose.
- I can select digital tools to create my product that are tailored to my **medium/format, delivery platform**, and collaborative needs.
- I can edit and finalize my work for publication, **ensuring it is free of errors and properly cited**.



Level 6

- I can choose an appropriate medium and craft a clear, **coherent** message to best **target my specific** audience and achieve my purpose.
- I can **identify** and use **advanced or professional** tools to create my product that are tailored to my medium/format, delivery platform, and collaborative needs.
- I can edit and finalize my work for publication, ensuring it is free of errors and properly cited.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 6.1 Organize a Team to Work Effectively

Performance Level Descriptors

Level 1

With guidance, I can say what I think our goal is.

With guidance, I can help make sure my partners/teammates know what we're supposed to do.

Level 2

- I can make **sure each teammate hears and understands the** goal and task we've been given.
- I can **work with my team to set a date for when we'll finish our team task.**

Level 3

- I can lead my team **in creating a goal statement together, based on project information provided.**
- I can work with my team **to break the task into parts ("milestones"),** and set due dates **for each milestone.**

Level 4

- I can **facilitate a timely team process** for creating a **SMART goal that clarifies how well we will complete the task.**
- I can work with my team to **build a project plan** that includes milestones, due dates, **and key tasks.**
- **I can lead the team in assessing resources needed** (e.g., time, people, equipment) **for successful completion.**



Level 5

- I can facilitate a timely team process for creating a **series of SMART goals designed to help us successfully measure multiple dimensions of our progress on a project.**
- I can work with my team to **use digital tools** to build a **detailed** project plan that includes milestones, due dates, and key tasks.
- I can lead the team in assessing resources needed (e.g., time, people, equipment) for successful completion, **and establishing processes for monitoring our progress.**
- **I can facilitate a discussion to help surface different preferences, needs, and/or strengths to help us work well together as a team.**

Level 6

- I can facilitate a timely team process for creating a series of SMART goals designed to help us successfully measure multiple dimensions of our progress on a project.
- I can work with my team to use digital tools to build a detailed project plan that includes milestones, due dates, and key tasks, **making adjustments to our plan as needed throughout the project.**
- I can lead the team in assessing our readiness for the project, **as well as assessing resources needed** (e.g., time, people, equipment) for successful completion, and establishing processes for monitoring our progress **individually and collectively.**
- I can facilitate a discussion to help surface different preferences, needs, strengths, **cultural differences and/or power dynamics** (e.g., gender, language, race) **to help us build a shared understanding** and work well as a team.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 6.2 Encourage, Guide, and Motivate Others

Performance Level Descriptors

Level 1

- With prompting, I can see if anyone needs help.
- I can say what I like about someone else's work.

Level 2

- As we are working, I can check in to see how my teammates are doing and offer to help if they need it.
- I can encourage my teammates and say what I like about their work.

Level 3

- 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.
- I can encourage my teammates and offer specific support.

Level 4

- As we are working, I can regularly check in to see how my teammates are doing, using criteria to give feedback.
- I can encourage my teammates and offer specific support, while reiterating expectations and goals.

Level 5

- As we are working, I can regularly check in to see how my teammates are doing, use criteria to give ongoing feedback, and adjust roles or responsibilities as needed.
- I can individualize supports and encouragement for team members, while reiterating expectations and goals and other important messages related to the task.



Level 6

- As we are working, I can regularly check in to see how my teammates are doing, use criteria to give ongoing feedback, and adjust roles, responsibilities, or short-/long-terms goals as needed.
- I can individualize supports, encouragement, and feedback based on my knowledge of and relationship with each team member, and reiterate expectations and goals and other important messages related to the task.
- I can create opportunities for the team to connect or get to k
- now each other more personally.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 6.3 Organize, Prioritize, and Delegate Work

Performance Level Descriptors

Level 1

- *With guidance*, I can help make sure we each understand our special job/role.

Level 2

- I can make sure each teammate understands their role or job **before we begin**.
- **I can check in with team members to ensure that they share their work with each other.**

Level 3

- I can **work with teammates to identify their strengths and interests** to make sure everyone has a role in which they can be successful.
- I can **work with the team to create a system** for sharing our work with each other.

Level 4

- I can **guide a process** to make sure each teammate has a role in which they can be successful **and feel fulfilled**.
- I can **work with the team to create a system** for sharing our work with each other **in a timely manner**.

Level 5

- I can **select** and guide a process to make sure each teammate has a role in which they can be successful and feel fulfilled.
- I can work with the team **to establish and implement consistent norms and routines to help optimize our workflow**.



Level 6

- I can choose **or design** and guide a process to make sure each teammate has a role in which they can be successful, fulfilled, **and challenged**.
- I can work with the team to consistently **and effectively** implement norms, routines, **tools or processes** to help optimize our workflow and our collaboration.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 6.4 Reflect on Learning and Leadership

Performance Level Descriptors

Level 1

- At the end of our project, I can say what I learned.
- I can explain what I liked and/or didn't like about our project.

Level 2

- **As a team, we can talk about how well we did, and things we can do better next time.**
- **With guidance, I can think about how well I led the team, and what I could do better next time.**

Level 3

- As a team, we can **identify strengths in our final product, and strengths in our process of working together.**
- We can **identify several changes** we would make if we could do the project again.
- 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.

Level 4

- 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.
- 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.**



Level 5

- 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.
- 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.
- **I can reach out to a mentor to provide support as I work on these areas for growth.**

Level 6

- 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.
- **I can create structured opportunities for team expressions of support, acknowledgement, or praise.**
- 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.
- I can reach out to a mentor to provide support as I work on these areas for growth.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 7.1 Build Effective Work Habits

Performance Level Descriptors

Level 1

- *With guidance*, I can stop to reflect on whether I am on the right path.
- *With guidance*, I can follow the rules/norms for an inclusive, positive work environment.
- *With guidance*, I can ask for help.

Level 2

- With prompting or support, I can stop to reflect on **my progress and identify whether something needs to change about my approach.**
- *With limited prompting*, I can follow the rules/norms for an inclusive, positive work environment.
- I can ask for help **when I get stuck or distracted.**

Level 3

- I can stop **at strategic points** to reflect on my progress and identify whether something needs to change about my approach.
- I can follow the rules/norms for an inclusive, positive work environment.
- 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.**
- *With guidance*, 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.**



Level 4

- I have a **set of routines and tools** I use to regularly monitor my learning process and my progress toward my goal.
- I can **support a focused**, inclusive, and positive work environment by following a set of norms/rules.
- 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.
- I can **avoid or quickly get back on track after** distractions or issues caused by my environment or approach.

Level 5

- I have a set of routines and tools I use to regularly monitor and measure my progress toward my goal, **and assess whether or not I'm on track**.
- I can support **myself and others around me** by contributing to a focused, inclusive, and positive work environment.
- When I get stuck, behind schedule, **or when I anticipate a challenge or setback in my progress**, I can recognize it quickly and generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.
- I can **anticipate and carefully avoid** distractions or issues caused by my environment or approach.
- I can pay attention to my energy level and sense of motivation, and notice how it changes **and affects my work or progress**.

Level 6

- I have a set of routines and tools I use daily to monitor and measure my progress toward my goal, assess whether or not I'm on track, **and can adapt these according to my context or work with others** (e.g. team members, clients, etc.).
- I can support myself and others around me by contributing to a focused, inclusive, positive, and encouraging work environment.
- When I get stuck, behind schedule, or when I anticipate a challenge or setback in my progress, I can recognize it quickly and **proactively** generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.
- I can anticipate and carefully avoid distractions or issues caused by my environment or approach.
- I can **protect** my energy level and sense of motivation by **avoiding negative influences and engaging with positive influences**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 7.2 Communicate in Verbal and Nonverbal Language

Performance Level Descriptors

Level 1

- *With guidance*, I can use "I" statements to share how I feel.
- *With guidance*, I can show that I was listening.
- *With reminding*, I can adjust my body language when needed.

Level 2

- *With guidance*, I can use "I" statements to share **my point of view**.
- *With guidance*, 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.
- I can **ask to hear others' perspective if they have not been heard**.
- With guidance, I can adjust my own body language **and identify how it impacts my message**.

Level 3

- I can use "I" statements to share my point of view **and my feelings**.
- I can listen and observe body language to identify and show understanding of how another person is feeling.
- I can **notice whether all others are given respect and voice** and ask to hear team members' perspective if they have not been heard.
- I can **use feedback** to adjust my own body language and **analyze** how it impacts my message.



Level 4

- I can **honestly assert my feelings, recognizing that my feelings must be balanced with the feelings of others.**
- I can listen **without interrupting**, and observe body language, to identify and show understanding of **the feelings and perspectives of others.**
- I can notice whether **a group recognizes, values, and respects the voice of all participants, and call out when I notice an imbalance.**
- I can **think about** my body language **and change it if necessary (e.g., uncross arms, make eye contact).**

Level 5

- I can honestly assert my feelings and recognize the feelings of others, **taking responsibility for my role in a conflict with words and actions, when applicable.**
- **With active listening and observation, I can use verbal, physical, and/or situational cues** to identify the feelings and perspectives of others.
- I can **monitor how power dynamics (both personal and socio-cultural) impact communication within a group and actively work to correct these imbalances.**
- I can **consistently use open and non-threatening body language** (e.g., uncross arms, make eye contact).
- **I can adjust the tone and style of my communication with team members as appropriate to the context.**

Level 6

- **With integrity and honesty, I can assert my feelings while recognizing and validating** the feelings of others.
- With active listening, **clarifying questions and careful** observation, I can use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.
- I can monitor and anticipate how power dynamics (both personal and socio-cultural) impact communication within a group **and create protocols and/or structures to support balanced communication.**
- I can consistently use open and non-threatening body language, **and I can notice how others are responding to me and make any necessary adjustments (e.g., body language, tone of voice, proximity to others).**
- I can **tailor and** adjust the tone and style of my communication with others as appropriate to the context.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 7.3 Demonstrate Integrity and Personal Accountability

Performance Level Descriptors

Level 1

- *With guidance*, I can use feedback to identify my strengths and weaknesses.
- I can choose an activity that will give me an opportunity learn something new.
- *With guidance*, I can recognize negative influences and practice a strategy for avoiding them.

Level 2

- I can use feedback to identify my strengths and weaknesses.
- I can **engage** in an activity that will give me an opportunity learn something new.
- *With guidance*, I can recognize negative influences **that lead to unhealthy thoughts or behaviors**, and practice a strategy for avoiding them.

Level 3

- I can use feedback **and reflection** to identify my strengths and weaknesses.
- 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**.
- I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice a strategy for avoiding them.



Level 4

- I can **self-assess**, using feedback, reflection, and **other tools (e.g. rubrics, past work, etc.)** to identify my strengths and weaknesses, in **general and in relation to a specific skill or task**.
- 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.
- I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice one **or more** strategies for avoiding them.
- **I can identify the relationships and activities that make me feel joy, pride or a sense of purpose.**

Level 5

- I can self-assess, using feedback, reflection, and other tools my strengths and weaknesses in relation to a specific **area of my life**.
- I can apply my self-knowledge **to seek out and deliberately** engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.
- I can **monitor my own overall sense of wellness**, recognize negative influences that lead to unhealthy thoughts or behaviors, and implement strategies to help me avoid them.
- I can **invest time** in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.

Level 6

- I can self-assess, **selecting a tool/s that will provide new perspective**, my strengths and weaknesses in relation to a **high-leverage** area of my life.
- I can apply my self-knowledge to seek out **or design** and deliberately engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.
- I can monitor my overall sense of wellness **in systematic ways, within a circle of support and/or accountability from loved ones and trusted professionals**, avoiding negative influences that lead to unhealthy thoughts or behaviors and **regularly** invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 7.4 Practice Self-Reflection and Personal Growth Strategies

Performance Level Descriptors

Level 1

- *With guidance*, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for reflection in order to help me think about a problem.

Level 2

- *With guidance*, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for personal reflection in order to help me **engage in contemplation**.

Level 3

- I can try a technique/strategy for personal reflection in order to help me engage in contemplation.
- *With guidance*, I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.



Level 4

- I can **choose** a technique/strategy for personal reflection to try in order to help me contemplate, **process, and grow**.
- I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.

Level 5

- I can test **different** techniques/strategies for personal reflection, identifying one **or more that I can practice regularly** to help me contemplate, process, and grow.
- I can apply my reflection **to formulate and carry out concrete action steps that will help me grow personally**.

Level 6

- I can **continuously** test different techniques/strategies for personal reflection, identifying one or more that I can practice regularly to help me contemplate, process, and grow.
- I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally **or professionally**.



DAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 8 Career Exploration and 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.

Subskill 8.1 Identify, Develop, and Communicate Personal Strengths

Performance Level Descriptors

Level 1

- I can name activities that I like to do.
- I can participate in activities and say whether I liked it or not.

Level 2

- **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.**
- I can participate in an activity **that will help me practice something that I like doing.**

Level 3

- 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.
- I can **choose and** participate in an activity that will help me practice something **that I want to do well.**
- **I can examine a task** (e.g. project, activity, game) **and say which parts I feel confident that I can complete.**

Level 4

- I can use **personal reflection and** feedback to identify **my areas of strength and areas where I can improve.**
- 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.**
- I can **discuss how my strengths and knowledge will help** me complete a task (e.g. project, learning activity, job, etc.).



Level 5

- I can use personal reflection and feedback to identify my areas of strength and areas where I can **broaden or deepen my capacity**.
- I can **locate** and participate in opportunities to practice and expand my existing skills and/or develop new skills **that align with my academic or career goals**.
- I can **effectively communicate** my strengths, knowledge, **and experience** in relation to a **general or specific** task, **in written and oral formats**.

Level 6

- I can use personal reflection and **elicit** feedback **from strategic individuals** (e.g. professors, mentors, colleagues) to identify my areas of strength and areas where I can broaden or deepen my capacity.
- I can locate, take advantage of, **or design** opportunities to practice and expand my existing skills, and/or develop new skills that align with my academic or career goals.
- I can effectively communicate my strengths, knowledge, and experience in relation to a general or specific task, in written and oral formats, **and present strategies for mitigating my growth areas**.



DAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 8 Career Exploration and 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.

Subskill 8.2 Build Support Networks

Performance Level Descriptors

Level 1

- In a safe setting and with prompting, I can introduce myself to one or more people I don't know, using a friendly greeting.
- I can nicely ask someone for help.

Level 2

- In a safe setting, I can introduce myself to someone I don't know, **using a friendly greeting that is familiar to the person.**
- 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.**

Level 3

- I can **intentionally** initiate new **relationships with peers who share my interests.**
- 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.**

Level 4

- 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.**
- 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.



Level 5

- I can identify **and participate in formal and informal** networks of people who have interests, perspectives, experiences, or strengths that are different from mine and/or that I can learn from.
- I can seek out support from a trusted individual, within **or through** my current network, who has strengths or expertise relevant to a goal, project, or interest of mine.

Level 6

- I can **purposefully** participate in **diverse** (e.g., culturally, socioeconomically, politically) formal and informal networks of people who have interests, perspectives, experiences, or strengths that I can learn from.
- I can seek out support from a respected individual, through **or beyond** my current network, who has strengths or expertise relevant to a goal, project, or interest of mine.
- **I can engage in a mentoring relationship, either as the mentor or mentee, to benefit from the sharing and receiving of wisdom from others.**



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 8 Career Exploration and 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.

Subskill 8.3 Develop and Educational and Career Pathway

Performance Level Descriptors

Level 1

- With guidance, I can learn about different jobs and decide which ones are interesting to me.
- With guidance, I can make a goal and identify some steps I will need to follow to reach it.

Level 2

- I can **explore** different jobs and decide which ones are interesting to me.
- I can make a goal and identify some steps I will need to follow to reach it.

Level 3

- I can to explore different **careers, based on my interests and strengths.**
- I can articulate a goal and **describe the steps needed to attain it, as well as what help I might need.**

Level 4

- 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.
- 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.



Level 5

- I can **locate** and use resources (e.g. job centers, my network, research) to explore, practice and/or pursue different careers, based on my interests and strengths.
- I can articulate a clear educational/career goal **and a plan for meeting that goals that includes key actions/activities**, steps, **and deadlines** (if applicable), as well as any **support** I might need.

Level 6

- I can identify and use resources (e.g. job centers, my network, research) to explore, practice, and/or pursue different careers, based on my interests, strengths, **and goals**.
- I can articulate a clear educational/career goal and a plan for meeting that goals that includes **a realistic time frame**, key actions/activities, steps, and deadlines (if applicable), as well as any support I might need **and possible resources to find that support**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 9.1 Develop and educational and Career Pathway

Performance Level Descriptors

Level 1

- Working with my teacher and classmates, I can help make and follow the rules for our classroom/school community.
- I can treat others kindly and fairly.

Level 2

- Working with my teacher and classmates, I can help make and follow the rules and norms for our classroom/school community.
- I can treat others kindly and fairly, **and help to make my classroom and school community a safe and comfortable place for others.**

Level 3

- Working with my teacher and classmates, I can help make and follow the rules, norms, **and community practices of our classroom/school community.**
- I can treat others kindly and fairly, and I can contribute to a safe and inclusive classroom and school community.
- **I can learn about, participate in, or help organize, opportunities for service projects or community-building events.**

Level 4

- I can **evaluate** the rules, norms, and practices of my classroom/school community **or other communities in which I participate.**



- I can **exhibit** kindness and fairness **toward individuals of all backgrounds** and I can **contribute** to safe and inclusive communities.
- I can participate in or help organize, opportunities for volunteering, service projects or community-building events.

Level 5

- I can evaluate the **social and cultural** rules, norms, and practices of my classroom/school community **and** other communities in which I participate.
- I can exhibit **and advocate for** kindness and fairness toward individuals of all backgrounds and I can contribute to safe and inclusive communities.
- **I can build positive relationships with people who are different from me.**
- I can **regularly** participate, and/or help organize **or lead**, opportunities for volunteering, service projects, or community-building events.

Level 6

- I can **influence** the social and culture rules, norms, and practices of my various communities **through my participation.**
- I can exhibit and advocate for kindness and fairness toward individuals of all backgrounds and I can **actively** contribute to safe and inclusive communities.
- I can **purposefully** build positive relationships with people who are different from me.
- I can regularly participate, and/or help organize or lead, opportunities for volunteering, service projects, **community activism**, or community-building.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 9.2 Examine Enduring Problems

Performance Level Descriptors

Level 1

- I can notice when someone or something is being treated unfairly or unkindly.
- I can look for a possible reason this is happening.
- I can ask questions to learn more about the problem.
- I can think of a way to help.

Level 2

- **Working with others, I can identify a problem or issue that affects many people in my community, and that I could help address.**
- I can **come up with** questions to explore the issue.

Level 3

- **I can identify all the people or groups involved, and I can analyze their different perspectives on the issue.**
- I can identify a specific problem or issue in my community that I could help address.
- I can come up with questions to explore the issue, **and prioritize the most important questions to investigate.**
- 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.



Level 4

- I can identify a specific problem or issue in my community that I could help address.
- I can **generate and prioritize a range of** questions to explore the issue, **including its contemporary or historical context.**
- 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**).

Level 5

- I can identify a specific problem or issue in my local or national community **that has an ethical dimension to it.**
- I can generate and prioritize a range of questions to explore the issue, including its contemporary or historical context.
- I can identify all the parties directly and indirectly involved, and I can analyze their different perspectives, roles, interests, **and underlying values/beliefs** as they relate to the issue.

Level 6

- I can identify a specific **ethical, social, political, and/or environmental** issue in the local, national, **or global system.**
- I can generate and prioritize a range of questions to explore the issue, including its contemporary or historical context.
- I can identify all the parties directly and indirectly involved currently and historically, and I can analyze the different roles, perspectives, underlying values/beliefs, and interests as they relate to the issue.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 9.3 Build Civic Knowledge

Performance Level Descriptors

Level 1

- I can learn about the different things that people in my community do to help solve problems.
- I can learn about possible solutions to a problem, and who can help.
- I can explore reasons for why a problem has not already been fixed.

Level 2

- I can learn about the different roles **of government and community groups/members as it relates to a problem.**
- I can **identify** reasons for why a problem has not already been fixed.
- I can learn about possible solutions to a problem, and **what roles different parties would play in solving the problem.**

Level 3

- 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.**
- I can explore reasons, **from multiple perspectives**, for why the problem has **persisted.**
- I can learn about possible solutions to the problem, and **analyze how different solutions involve and impact different parties.**
- **I can draw a main lesson from my investigation.**



Level 4

- 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**.
- I can explore reasons, from multiple perspectives, for why the problem has persisted.
- 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.
- I can synthesize **key insights** that can be drawn from my investigation.

Level 5

- I can evaluate **the historical and contemporary** roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power for solving the problem.
- I can evaluate **the most significant** reasons, from multiple perspectives, for why the problem has persisted.
- I can **evaluate past** efforts to solve this problem, **or a problem like it**, to help me identify viable solutions **and effective strategies for facilitating change**.
- I can synthesize key insights **and cautionary or inspirational lessons** that can be drawn from my investigation.

Level 6

- I can evaluate the historical and contemporary roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power **and political or economic interest as it relates** to solving the problem.
- I can evaluate the most significant reasons, from multiple perspectives, for why the problem has persisted.
- I can evaluate past efforts to solve this problem, or a problem like it, to help me identify viable solutions and effective strategies for facilitating change.
- I can synthesize key insights and cautionary or inspirational lessons that can be drawn from my investigation.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 9.4 Build Civic Knowledge

Performance Level Descriptors

Level 1

- With guidance, I can take steps to solve a problem.
- I can help others by implementing a plan.
- I can reflect on what I learned by doing my plan.

Level 2

- **Using what I learned from my investigation**, I can **come up with a plan** for solving a problem **or improving a situation**.
- I can take **positive and constructive** action by implementing my plan.
- I can reflect on what I learned through implementation, **how my actions impacted the situation, and what next steps I could take**.

Level 3

- I can come up with a plan **that engages other stakeholders** in solving a problem or improving a situation.
- I can take positive, constructive action **while demonstrating my civic knowledge**.
- 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.



Level 4

- I can come up with a plan that engages **multiple** stakeholder groups, **including government officials**, in solving a problem or improving a situation.
- I can take positive, constructive action while demonstrating my civic knowledge.
- 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.

Level 5

- I can come up with a plan that engages multiple stakeholder groups, including government officials, in addressing an issue.
- My actions taken are positive, constructive, and demonstrate both my depth of my civic knowledge **and my nuanced understanding of the complexity of the issue.**
- 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.

Level 6

- I can come up with a plan that engages multiple stakeholder groups, including government officials **and private sector entities**, in addressing an issue.
- My actions taken are positive, constructive, and demonstrate my depth of my civic knowledge, as well as my nuanced understanding of the complexity of the issue **and contemporary and historical context.**
- I can reflect on key learnings from **the experience**, and evaluate the impact of my actions on the issue, the effectiveness of my strategy, and the steps **that different stakeholders** should take to continue to impact or resolve the issue.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 10.1 Practice Short-Term and Long-Term Personal Budgeting

Performance Level Descriptors

Level 1

- With guidance, I can set a goal to save money (pretend or real) in order to buy something I want or need.
- With guidance, I can do one or more jobs (pretend or real) until I earn enough money to reach my goal.

Level 2

- I can set a goal to save money (pretend or real) in order to buy something I want or need.
- **With guidance, I can come up with a plan for saving enough money** (e.g., through chores, jobs, trading, sharing) to reach my goal.
- **With guidance, I can keep track of how much I earn until I achieve my goal.**

Level 3

- **I can set a short-term financial goal** (real or scenario-based).
- **I can develop a budget and an action plan** for reaching my goal.
- **I can use a tool to track my income and expenses and monitor my progress.**

Level 4

- 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).
- I can develop a **detailed, balanced** budget and an action plan for achieving my goals.
- 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.**



Level 5

- I can set one or more personal short-term and long-term financial goals.
- **I can analyze my earning and spending history and habits** to develop a detailed, balanced budget and action plan to help me reach each goal.
- **I can select and use one or more budgeting and/or financial management tools** to routinely track and analyze my income and expenses, monitor my progress, and make data-informed adjustments to stay on track.

Level 6

- I can set one or more personal short-term and long-term financial goals.
- I can draw upon an analysis of my own earning and spending history and habits, **as well as relevant research related to my goals** (e.g., potential earnings, anticipated costs) in order to develop a detailed, balanced budget and action plan to help me reach each goal.
- **I can customize my chart of accounts to reflect my specific income, credit, and savings tools or mechanisms.**
- I can select and use one or more budgeting and/or financial management tools to routinely track and analyze my income and expenses, monitor my progress, and make data-informed adjustments to stay on track.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 10.2 Navigate Financial Tools, Opportunities, and Practices

Performance Level Descriptors

Level 1

- I can learn about different ways to keep the money I've earned safe.
- I can choose one way and try it.

Level 2

- I can choose a way to keep the money I've earned safe and explain why I chose that approach.
- **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.**

Level 3

- **I can learn about different tools for creating a budget and/or a plan, and I can choose one and try it.**
- **I can do basic research to identify and compare different banking opportunities for saving earned money.**

Level 4

- I can conduct research **to identify trusted financial information and resources related to my goal/s.**
- **I can choose and apply relevant budgeting and financial management tools that align to my purpose and my preferences.**



Level 5

- I can conduct research to identify trusted **financial institutions**, information and resources **and evaluate their usefulness and relevance to my goals**.
- **I can develop routines and practices to help me effectively use** relevant budgeting and financial management tools that align to my purpose and my preferences.

Level 6

- I can conduct research and engage with trusted financial institutions, information, resources, **and professionals in support of my goal/s**.
- I can develop routines and practices to help me effectively use relevant budgeting and financial management tools that align to my purpose and my preferences.
- **I can regularly reflect on my use of these tools, and make technological or behavioral adjustments as needed to progress toward my goal/s**.



IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

Competency 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.

Subskill 10.3 Demonstrate Effective Decision-Making Involving Risk and Reward

Performance Level Descriptors

Level 1

- With guidance, I can practice self-control and save my money until I reach my goal.

Level 2

- With guidance, I can weigh the pros and cons of spending my money on something not related to my goal.
- I can practice making choices that help me stay focused on reaching my goal, even if it means waiting.

Level 3

- 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.
- I can practice making choices that help me stay focused on reaching my goal.
- I can reflect on the choices I made and what I might do similarly or differently in the future.

Level 4

- I can regularly evaluate the trade-offs involved in saving versus spending in the short-term.
- I can learn and practice strategies for making spending and saving decisions that are consistent with my goals and values.
- 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.



Level 5

- I can regularly evaluate **and quantify** the short **and long-term trade-offs, including relative risks, involved in a range of financial decisions.**
- **I can use criteria to compare, evaluate, and select from among different products and services and/or credit, savings, or insurance providers and offerings.**
- I can learn and practice strategies for making spending and saving decisions that are consistent with my goals and values.
- **I can reflect on the outcome of my choices, as well as my decision-making process, to determine what I've learned** and what I might do similarly or differently in the future.

Level 6

- I can regularly evaluate and quantify the short and long-term trade-offs, including relative risks, involved in a range of financial decisions.
- **I can source relevant, reliable financial information** and use criteria to compare, evaluate, and select from among different products and services and/or credit, savings, or insurance providers and offerings.
- **I can develop a set of personal strategies for making financial decisions** that are consistent with my goals and values, **and that assume a responsible level of risk that I can manage.**
- I can reflect on the outcome of my choices, as well as my decision-making process, to determine **my most important insights or lessons learned**, and what I might do similarly or differently in the future.



Idaho State
Board of Education

IDAHO COMPETENCIES ORGANIZED BY WORKFORCE SKILLS AS FOUND IN IDAHO ADMINISTRATIVE CODE

[LINK TO CODE](#)

Workforce Skills Categories

- **Academic Skills** (i.e., reading, language arts and communication, mathematics, science, social studies)
- **Self-Management Skills** (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement)
- **Individual and Teamwork Skills** (i.e., personal initiative, working with others)
- **Thinking/Information Skills** (i.e., reasoning, problem solving, acquiring and using information)

Workforce Category: Academic Skills

College and Career Readiness Competencies and Subskills

- 1. Knowledge of Core Subjects
 - Choose and apply learning strategies
 - Conduct inquiry
 - Evaluate ideas/concepts
 - Apply knowledge and skills to authentic tasks
- 3. Oral/Written Communications
 - Develop ideas for a specific purpose
 - Engage in academic discussion with others
 - Prepare and finalize ideas in written format
 - Deliver presentations
- 9. Citizenship/Civic Responsibility
 - Participate in Community
 - Examine enduring problems
 - Build civic knowledge



Workforce Category: Self-Management Skills

College and Career Readiness Competencies and Subskills

- 7. Professionalism/Work Ethic
 - Build effective work habits
 - Communicate verbally and nonverbally
 - Demonstrate integrity and personal accountability
 - Practice self-reflection and personal growth strategies

Workforce Category: Individual and Teamwork Skills

College and Career Readiness Competencies and Subskills

- 4. Teamwork/Collaboration
 - Build collaborative relationships
 - Contribute to team roles and responsibilities
 - Contribute to team roles and responsibilities
- 5. Leadership
 - Organize a team to work effectively
 - Encourage, guide and motivate others
 - Organize, prioritize and delegate work
 - Reflect on learning and leadership
- 8. Career Exploration and Development
 - Identify, develop, and communicate personal strengths
 - Build support networks
 - Develop an education and career pathway



Workforce Category: Individual and Teamwork Skills

College and Career Readiness Competencies and Subskills

- 5. Digital Literacy
 - Choose and evaluate online sources
 - Develop and apply knowledge of safety, privacy, and fair use practices
 - Create and communicate in a digital environment
- 2. Critical Thinking/Creative Problem Solving
 - Analyze issues in various contexts
 - Solve mathematical problems
 - Design and test solutions
 - Construct evidence-based arguments
- 10. Financial Literacy
 - Practice short-term and long-term personal budgeting
 - Navigate financial tools, opportunities, and practices
 - Demonstrate effective decision-making involving risk and reward