

# IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE DESCRIPTORS LEVELS 1-3



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MASTERY EDUCATION

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## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<p><b>1.1 Choose and apply learning strategies</b></p>	<p><i>With guidance</i>, 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.</p> <p><i>With guidance</i>, I can ask and answer questions about a topic or text.</p> <p><i>With guidance</i>, 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).</p>	<p>I can notice details in a book or picture and use them to help me <b>make connections and/or pose questions that help me get ready to read or watch</b>.</p> <p>I can <b>learn and try one or more comprehension strategies</b> (i.e., predict, connect, question, visualize, determine importance, infer, synthesize) <b>to help me make meaning of a topic or source</b>.</p> <p>I can notice when I am stuck <b>reading, and I can take steps to persist</b> (e.g. reread, use pictures/headings to help, look at words before/after for clues).</p>	<p>I can <b>learn and use comprehension strategies to help me understand and make meaning of a topic or source</b>.</p> <p>I can notice when I get stuck reading <b>or completing a task, and I can choose a strategy to help me persist through the challenge</b>.</p>
<p><b>1.2 Conduct Inquiry</b></p> <p><i>Progression continued on next page</i></p>	<p><i>Working together</i>, I can notice things around me and ask questions.</p> <p><i>With guidance</i>, I can use a provided source and/or choose a source to learn more about our topic or question.</p> <p>I can pick out relevant details from a source.</p> <p>I can share something I learned that I didn't know before.</p>	<p><i>With guidance</i>, I can notice things around me and <b>then come up with a question that will help me learn more about a topic or about the way something works</b>.</p> <p>I can use a provided source and/or choose a source to learn more about our topic or question.</p> <p>I can <b>identify key information and explain how it relates to the topic or question at hand</b>.</p> <p>I can share <b>what I learned about the topic from the source</b>.</p>	<p>I can <b>frame a research question</b> about my observations on a <b>topic I am investigating</b>.</p> <p><i>With guidance</i>, I can select <b>different types of sources</b> (e.g., primary or secondary texts or media, model performances, data sets, other exemplars) related to the topic or question.</p> <p>I can <b>summarize</b> key information from the sources <b>and connect it to my research question</b>.</p> <p>I can <b>articulate my new learning or insight</b> about the topic or question.</p>



**1. KNOWLEDGE OF CORE SUBJECTS continued**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>1.3 Evaluate ideas/ concepts</b>	<p>I can ask questions about something I don't understand.</p> <p>I can talk, write, or draw to show what I think about an idea, event, or topic.</p>	<p>I can ask questions <b>about a topic, concept, or event to help me understand more about it.</b></p> <p>I can share my opinion <b>about the topic, idea/concept, or event and use details to explain why I have that opinion.</b></p>	<p>I can pose questions that will help me understand a topic, concept, or event, <b>examine relevant data, and summarize or synthesize what I learn</b> (e.g. through discussion, writing, graphing).</p> <p><b>I can use what I learn</b> to form a position about the topic, concept, or event, <b>providing evidence to support my perspective.</b></p>
<b>1.4 Apply knowledge and skills to authentic tasks</b>	<p>I can explain a task (e.g., an authentic assignment, a problem, a design challenge) I'm working on.</p> <p>I can follow or, with guidance, plan the steps to complete a task.</p>	<p>I can <b>organize the important information I'm given about a task.</b></p> <p>I can plan the steps to complete a task.</p>	<p>I can organize the important information given about a task <b>in a way that helps me better understand the task.</b></p> <p>I can <b>determine what is needed to complete the task/solve the problem.</b></p> <p><b>I can make a plan for completing the task, including key steps and deadlines.</b></p>



## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>2.1 Analyze issues in various contexts</b>	<p>I can learn about a problem in my community.</p> <p>With guidance, I can share my opinion about the problem/issue.</p> <p>I can ask questions about the problem to help me understand it better.</p>	<p>I can learn more <b>about an issue in my community, including why it happens and who or what is impacted by it.</b></p> <p><i>With guidance,</i> I can express my opinion about the issue <b>and conduct research to help me better understand the issue.</b></p> <p><b>I can make connections between the issue and my own experience or knowledge.</b></p>	<p>I can analyze an issue to determine its causes and effects, <b>the surrounding factors that shape the issue, and the experiences and/or needs of the people involved.</b></p> <p><b>I can explain my own perspective on the issue,</b> and I can conduct research to help me better understand.</p> <p>I can make connections between the issue and my own experiences <b>and other issues or examples</b> I have learned about.</p>
<p><b>2.2 Solve mathematical problems</b></p> <p><i>Progression continued on next page</i></p>	<p>I can say what the problem is in my own words.</p> <p><i>With guidance,</i> I can draw it or picture it in my mind.</p> <p>I can state my answer to the problem, and show the steps that I took to come to my answer.</p>	<p><b>I can rephrase the problem in my own words, and organize the information given to help me find a way to solve the problem.</b></p> <p><b><i>With guidance,</i> I can choose and apply at least one strategy</b> (i.e., Math Habits of Mind: visualize, question, experiment, identify patterns, tinker, conjecture) <b>to begin testing out a solution.</b></p> <p><b>I can determine if my answer does or does not make sense.</b></p> <p><b>I can state my answer to the problem using correct notation, and I can explain how I solved the problem.</b></p>	<p>I can organize the important information in a way <b>that helps me better understand the information provided,</b> ask questions, and identify a starting point for solving it.</p> <p>I can choose and apply one strategy to build a solution, <b>and test my solution to make sure it is correct.</b></p> <p>I can <b>check that my solution is reasonable and free from computational errors.</b></p> <p>I can state my answer to the problem using correct <b>mathematical</b> notation.</p> <p>I can <b>discuss my solution pathway orally or in writing.</b></p>



**2. CRITICAL THINKING & CREATIVE PROBLEM-SOLVING continued**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>2.3 Design and test solutions</b>	<p>Working with others, I can notice when something around me isn't working right, and we can brainstorm what to do about it.</p> <p>Working with others, I can try a solution to a problem and say how well it worked.</p>	<p>I can <b>identify</b> a problem that I can try to solve.</p> <p>I can <b>brainstorm several solutions to the problem and select one to try.</b></p> <p><i>With guidance, I can <b>build a prototype/model.</b></i></p>	<p>I can research and describe a problem, <b>including any constraints that I must keep in mind.</b></p> <p><i>With guidance, I can <b>define success criteria.</b></i></p> <p>I can brainstorm <b>multiple</b> solutions to the problem, <b>including solutions that take an original approach,</b> and select one <b>or two to move forward.</b></p> <p>I can build a prototype/model <b>that meets my success criteria, including any constraints.</b></p>
<b>2.4 Construct evidence-based arguments</b>	<p>I can share my opinion on a topic, and share one or two reasons for my opinion.</p> <p>With guidance, I can provide reasons or examples to back up my opinion.</p>	<p>I can form an opinion about a topic or issue, and provide <b>at least one logical reason to support my argument.</b></p> <p><b>I can support each reason with relevant evidence from sources and/or from personal experience, and present my ideas in a logical order.</b></p>	<p><b>I can make an arguable claim</b> about a topic or issue that is supported by <b>multiple logical reasons and relevant evidence.</b></p> <p>I can support each reason with relevant evidence <b>from credible sources.</b></p> <p>I can organize my ideas in a logical order <b>based on my argument.</b></p> <p><b>I can briefly mention one or more counterclaims.</b></p>



### 3. ORAL & WRITTEN COMMUNICATIONS

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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>3.1 Develop ideas for a specific purpose</b>	<p>I can choose the main thing I want to share with my audience.</p> <p>I can say what my purpose is for sharing.</p> <p>I can choose the details I want to share.</p> <p>I can put the details in the order that makes sense.</p>	<p>I can choose a <b>central message</b> (e.g., thesis, claim, plot) <b>and determine my purpose and audience</b> for my product/performance.</p> <p><i>With guidance, I can decide on one or two things that I know my audience will be interested in.</i></p> <p><b>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.</b></p>	<p>I can choose a focused central message for my product/performance, <b>drawing on sources when applicable.</b></p> <p>I can implement one or more specific ideas for tailoring my product to my purpose and audience.</p> <p>I can choose important details and/or <b>evidence to help develop my central idea and achieve my purpose.</b></p> <p><b>I can organize my ideas in a logical way</b> that is easy for my audience to follow.</p>
<b>3.2 Engage in academic discussion with others</b>	<p>I can listen without interrupting when others are speaking.</p> <p>When it's my turn, I can share an idea or thoughts about the topic or question asked.</p>	<p><b>I can follow discussion norms</b> (e.g., active listening, avoid interrupting others, share airtime).</p> <p>When it's my turn, <b>I can share my ideas, respond to a question or prompt, or pose a question about the topic.</b></p> <p><b>I can show respect for the views of others.</b></p>	<p><b>I can come to the discussion having completed the prep work necessary,</b> and I can follow established norms for the discussion.</p> <p>I can respond to questions or prompts <b>in a way that shows my knowledge of the topic.</b></p> <p><b>I can pose specific questions related to the topic, and demonstrate active listening</b> (e.g., focused listening, eye contact, receptive posture) <b>and respect for different opinions.</b></p> <p><b>I can reflect on how well the discussion went and what I learned.</b></p>
<i>Progression continued on next page</i>			



**3. ORAL & WRITTEN COMMUNICATIONS continued**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>3.3 Prepare and finalize ideas in written formats</b>	<p>I can talk with others about my work and the choices made and why.</p> <p>I can use feedback to improve my work.</p> <p>I can share about what I liked about my work.</p>	<p><b>I can use criteria to self-assess and identify areas for improvement.</b></p> <p>I can use feedback to improve my <b>product</b>.</p> <p><b>I can edit my final product to ensure it meets the guidelines provided by my teacher.</b></p> <p>I can <b>explain what I did well and what I would change the next time.</b></p>	<p>I can use criteria to self-assess and identify areas for improvement.</p> <p>I can use feedback to improve my product <b>for my specific audience and purpose.</b></p> <p>I can edit my final product to ensure <b>it follows conventions and standards for the chosen genre.</b></p> <p>I can <b>reflect on my final product to identify areas of strength and areas for improvement.</b></p>
<b>3.4 Deliver presentations</b>	<p>I can say what I will talk about (my main idea).</p> <p>I can share details to help my audience understand what I am talking about, using a picture or item that relates.</p> <p>I can speak loudly and clearly so my audience can hear me.</p> <p>I can say something to clearly end my presentation.</p>	<p>I can <b>organize my presentation so there is a clearly organized beginning, middle, and end.</b></p> <p>I can speak loudly and clearly and <b>make eye contact with my audience.</b></p> <p><b>I can practice or rehearse my performance before I share (when applicable).</b></p>	<p>I can <b>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.</b></p> <p>I can speak loudly and clearly, <b>make eye contact with my audience, and keep my place and pace during my presentation.</b></p> <p>I can practice or rehearse my performance, <b>and make one or more adjustments to prepare for my performance.</b></p>





## 4. TEAMWORK & COLLABORATION

Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>4.1 Build collaborative relationships</b>	<i>With guidance</i> , I can work with my team to say what we are going to do and when we are going to do it.	I can <b>learn about what my teammates like to do and share what I like to do.</b> With guidance, I can work with my team to <b>create a goal for our project.</b> With guidance, I can <b>help create and implement a step-by-step plan for our project or task.</b>	I can learn about <b>my teammates' strengths and share my strengths.</b> I can work with my team to create a <b>specific goal or purpose statement and success criteria.</b> I can work with my team to develop and implement a detailed project plan <b>that includes milestones and due dates.</b> I can <b>check in to see how my teammates are doing as we are working and offer encouragement as needed.</b>
<b>4.2 Contribute to team roles and responsibilities</b>	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.	I can explain my role on my team <b>and how that role is important to the team meeting its goals.</b> With guidance, I can create a plan to complete my tasks <b>on time.</b> I can ask for help when I need it.	I can explain my role <b>and responsibilities</b> and how that they are important to the team meeting its goals. I can create a plan to complete my tasks on time. <b>If I need help</b> , I can <b>seek it out in advance</b> so that I finish my work on time.
<b>4.3 Navigate interpersonal conflict</b>	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.	If I notice a problem, I can <b>try to figure out the cause of the problem.</b> <b>With teammates, I can discuss the problem and we can try the solution.</b> If <b>my team</b> can't solve a problem <b>together</b> , I can ask my teacher for help.	I can notice when <b>an interpersonal problem/issue has emerged while working in a group setting</b> , and I can <b>engage my teammates in addressing it.</b> <b>I can work with others to identify possible causes of the challenge.</b> With guidance, I can help brainstorm ideas for addressing the challenge and take active steps to address the challenge.



## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>5.1 Choose and evaluate online sources</b>	<p><i>With guidance</i>, I can choose a book or story that relates to our topic or question.</p> <p>I can share why I chose it.</p>	<p><i>With guidance</i>, I can choose one <b>or more</b> sources that relate to our topic or question.</p> <p><b>I can locate information about who created the source and when.</b></p>	<p><i>With guidance</i>, I can choose <b>multiple, diverse sources that provide different points of view</b> on a topic or question.</p> <p><b>I can use information about the source</b> (e.g., currency, relevance, authority, accuracy) <b>to decide whether the source is reliable, and whether I should use it in my academic work.</b></p>
<b>5.2 Develop and apply knowledge of safety, privacy, and fair use practice</b>	<p>I can talk about ways to keep myself safe in my community and my home.</p>	<p><i>With a trusted adult</i>, I can <b>explore websites and talk about how to keep myself safe online.</b></p>	<p><i>With guidance</i>, I can <b>create and manage my digital identity and understand the permanence of my online activity.</b></p> <p><i>With a trusted adult</i>, I can <b>explore websites and applications, learn how websites and applications can watch what I do and use my information, and develop practices</b> for protecting my safety online.</p>
<b>5.3 Create and communicate in a digital environment</b>	<p>I can use a digital tool (e.g., drawing app, Google Slide) to create and/or share something I've made.</p> <p>I can share what I liked about using the tool, and/or what I found challenging about it.</p>	<p><i>With guidance</i>, I can <b>choose a way</b> to share my ideas with others <b>outside of my class or family.</b></p> <p>I can choose a digital tool and/or materials (e.g. paints, writing tools, software) <b>that are a good fit for the product I want to create.</b></p>	<p>I can choose a way to share my message with my audience <b>that will help achieve my purpose.</b></p> <p>I can choose <b>digital tools</b> that are best suited to the product I want to create <b>and will help me collaborate with others</b> (when applicable).</p> <p>I can edit my work to create the best version of it.</p>



## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>6.1 Organize a team to work effectively</b>	<p><i>With guidance</i>, I can say what I think our goal is.</p> <p><i>With guidance</i>, I can help make sure my partners/teammates know what we're supposed to do.</p>	<p>I can make <b>sure each teammate hears and understands the</b> goal and task we've been given.</p> <p>I can <b>work with my team to set a date for when we'll finish our team task.</b></p>	<p>I can lead my team <b>in creating a goal statement together, based on project information provided.</b></p> <p>I can work with my team <b>to break the task into parts ("milestones"), and set due dates for each milestone.</b></p>
<b>6.2 Encourage, guide, and motivate others</b>	<p><i>With prompting</i>, I can see if anyone needs help.</p> <p>I can say what I like about someone else's work.</p>	<p>As we are working, I can <b>check in to see how my teammates are doing</b> and offer to help if they need it.</p> <p>I can <b>encourage my teammates</b> and say what I like about their work.</p>	<p>As we are working, I can check in to see how my teammates are doing, <b>and I can give feedback based on our deadlines and our goals.</b></p> <p>I can encourage my teammates <b>and offer specific support.</b></p>
<b>6.3 Organize, prioritize, and delegate work</b>	<p><i>With guidance</i>, I can help make sure we each understand our special job/role.</p>	<p>I can make sure each teammate understands their role or job <b>before we begin.</b></p> <p><b>I can check in with team members to ensure that they share their work with each other.</b></p>	<p>I can <b>work with teammates to identify their strengths and interests</b> to make sure everyone has a role <b>in which they can be successful.</b></p> <p>I can <b>work with the team to create a system</b> for sharing our work with each other.</p>
<b>6.4 Reflect on learning and leadership</b>	<p>At the end of our project, I can say what I learned.</p> <p>I can explain what I liked and/or didn't like about our project.</p>	<p><b>As a team, we can talk about how well we did, and things we can do better next time.</b></p> <p><b>With guidance, I can think about how well I led the team, and what I could do better next time.</b></p>	<p>As a team, we can <b>identify strengths in our final product, and strengths in our process of working together.</b></p> <p>We can <b>identify several changes</b> we would make if we could do the project again.</p> <p>As the leader, I can think about <b>specific examples</b> of how I led the team well, and <b>specific examples</b> of things I could do better next time.</p>



## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<p><b>7.1 Build effective work habits</b></p>	<p><i>With guidance</i>, I can stop to reflect on whether I am on the right path.</p> <p><i>With guidance</i>, I can follow the rules/norms for an inclusive, positive work environment.</p> <p><i>With guidance</i>, I can ask for help.</p>	<p>With prompting or support, I can stop to reflect on <b>my progress and identify whether something needs to change about my approach.</b></p> <p><i>With limited prompting</i>, I can follow the rules/norms for an inclusive, positive work environment.</p> <p>I can ask for help <b>when I get stuck or distracted.</b></p>	<p>I can stop <b>at strategic points</b> to reflect on my progress and identify whether something needs to change about my approach.</p> <p>I can follow the rules/norms for an inclusive, positive work environment.</p> <p>I can ask for help when I get stuck <b>and brainstorm ways to change my approach or where I am working, or get the specific help I need to keep progressing.</b></p> <p><i>With guidance</i>, I can <b>apply a strategy to get back on track if I get distracted or have an issue caused by my environment or my choices.</b></p>
<p><b>7.2 Communicate in verbal and nonverbal language</b></p> <p><i>Progression continued on next page</i></p>	<p><i>With guidance</i>, I can use "I" statements to share how I feel.</p> <p><i>With guidance</i>, I can show that I was listening.</p> <p><i>With reminding</i>, I can adjust my body language when needed.</p>	<p><i>With guidance</i>, I can use "I" statements to share <b>my point of view.</b></p> <p><i>With guidance</i>, 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.</p> <p>I can <b>ask to hear others' perspective if they have not been heard.</b></p> <p>With guidance, I can adjust my own body language <b>and identify how it impacts my message.</b></p>	<p>I can use "I" statements to share my point of view <b>and my feelings.</b></p> <p>I can listen and observe body language to identify and show understanding of how another person is feeling.</p> <p>I can <b>notice whether all others are given respect and voice</b> and ask to hear team members' perspective if they have not been heard.</p> <p>I can <b>use feedback</b> to adjust my own body language and <b>analyze</b> how it impacts my message.</p>



**7. PROFESSIONALISM/WORK ETHIC continued**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>7.3 Demonstrate integrity and personal accountability</b>	<p><i>With guidance</i>, I can use feedback to identify my strengths and weaknesses.</p> <p>I can choose an activity that will give me an opportunity to learn something new.</p> <p><i>With guidance</i>, I can recognize negative influences and practice a strategy for avoiding them.</p>	<p>I can use feedback to identify my strengths and weaknesses.</p> <p>I can <b>engage</b> in an activity that will give me an opportunity to learn something new.</p> <p><i>With guidance</i>, I can recognize negative influences <b>that lead to unhealthy thoughts or behaviors</b>, and practice a strategy for avoiding them.</p>	<p>I can use feedback <b>and reflection</b> to identify my strengths and weaknesses.</p> <p>I can <b>apply what I learn to help me choose</b> an activity that will give me an opportunity <b>to build on my existing skills or develop a new skill</b>.</p> <p>I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice a strategy for avoiding them.</p>
<b>7.4 Practice self-reflection and personal growth strategies</b>	<p><i>With guidance</i>, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for reflection in order to help me think about a problem.</p>	<p><i>With guidance</i>, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for personal reflection in order to help me <b>engage in contemplation</b>.</p>	<p>I can try a technique/strategy for personal reflection in order to help me engage in contemplation.</p> <p><i>With guidance</i>, I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.</p>



## 8. CAREER EXPLORATION & 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>8.1 Identify, develop, and communicate personal strengths</b>	<p>I can name activities that I like to do.</p> <p>I can participate in activities and say whether I liked it or not.</p>	<p><b>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.</b></p> <p>I can participate in an activity <b>that will help me practice something that I like doing.</b></p>	<p>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.</p> <p>I can <b>choose and</b> participate in an activity that will help me practice something <b>that I want to do well.</b></p> <p><b>I can examine a task</b> (e.g. project, activity, game) <b>and say which parts I feel confident that I can complete.</b></p>
<b>8.2 Build support networks</b>	<p>In a safe setting and with prompting, I can introduce myself to one or more people I don't know, using a friendly greeting.</p> <p>I can nicely ask someone for help.</p>	<p>In a safe setting, I can introduce myself to someone I don't know, <b>using a friendly greeting that is familiar to the person.</b></p> <p>I can nicely ask someone (e.g., classmate, teacher, coach) for help <b>on something that I have noticed she or he knows how to do very well.</b></p>	<p>I can <b>intentionally</b> initiate new <b>relationships with peers who share my interests.</b></p> <p>I can <b>seek out support from a trusted peer or adult in my network</b> (e.g., classmate, teacher, coach) <b>who has strengths or expertise related to a goal, project, or interest of mine.</b></p>
<b>8.3 Develop an educational and career pathway</b>	<p>With guidance, I can learn about different jobs and decide which ones are interesting to me.</p> <p>With guidance, I can make a goal and identify some steps I will need to follow to reach it.</p>	<p>I can <b>explore</b> different jobs and decide which ones are interesting to me.</p> <p>I can make a goal and identify some steps I will need to follow to reach it.</p>	<p>I can explore different <b>careers, based on my interests and strengths.</b></p> <p>I can articulate a goal and <b>describe the steps needed to attain it, as well as what help I might need.</b></p>



## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>9.1 Participate in community</b>	<p>Working with my teacher and classmates, I can help make and follow the rules for our classroom/school community.</p> <p>I can treat others kindly and fairly.</p>	<p>Working with my teacher and classmates, I can help make and follow the rules and norms for our classroom/school community.</p> <p>I can treat others kindly and fairly, <b>and help to make my classroom and school community a safe and comfortable place for others.</b></p>	<p>Working with my teacher and classmates, I can help make and follow the rules, norms, <b>and community practices of our classroom/school community.</b></p> <p>I can treat others kindly and fairly, and I can contribute to a safe and inclusive classroom and school community.</p> <p><b>I can learn about, participate in, or help organize, opportunities for service projects or community-building events.</b></p>
<b>9.2 Examine enduring problems</b>  <i>Progression continued on next page</i>	<p>I can notice when someone or something is being treated unfairly or unkindly.</p> <p>I can look for a possible reason this is happening.</p> <p>I can ask questions to learn more about the problem.</p> <p>I can think of a way to help.</p>	<p><b>Working with others, I can identify a problem or issue that affects many people in my community, and that I could help address.</b></p> <p>I can <b>come up with</b> questions to explore the issue.</p> <p><b>I can identify all the people or groups involved, and I can analyze their different perspectives on the issue.</b></p>	<p>I can identify a specific problem or issue in my community that I could help address.</p> <p>I can come up with questions to explore the issue, <b>and prioritize the most important questions to investigate.</b></p> <p>I can identify all the parties <b>and roles</b> involved (e.g., decision-makers, influencers, those impacted), and I can analyze their different perspectives on the issue.</p>





**9. CITIZENSHIP & CIVIC RESPONSIBILITY continued**

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>9.3 Build civic knowledge</b>	<p>I can learn about the different things that people in my community do to help solve problems.</p> <p>I can learn about possible solutions to a problem, and who can help.</p> <p>I can explore reasons for why a problem has not already been fixed.</p>	<p>I can learn about the different roles of <b>government and community groups/members as it relates to a problem.</b></p> <p>I can <b>identify</b> reasons for why a problem has not already been fixed.</p> <p>I can learn about possible solutions to a problem, and <b>what roles different parties would play in solving the problem.</b></p>	<p>I can learn about the different roles of government, <b>businesses</b>, and community groups/members as it relates to a problem, and <b>examine different levers of power for making change.</b></p> <p>I can explore reasons, <b>from multiple perspectives</b>, for why the problem has <b>persisted.</b></p> <p>I can learn about possible solutions to the problem, and <b>analyze how different solutions involve and impact different parties.</b></p> <p><b>I can draw a main lesson from my investigation.</b></p>
<b>9.4 Improve my community</b>	<p>With guidance, I can take steps to solve a problem.</p> <p>I can help others by implementing a plan.</p> <p>I can reflect on what I learned by doing my plan.</p>	<p><b>Using what I learned from my investigation</b>, I can <b>come up with a plan</b> for solving a problem <b>or improving a situation.</b></p> <p>I can take <b>positive and constructive</b> action by implementing my plan.</p> <p>I can reflect on what I learned through implementation, <b>how my actions impacted the situation, and what next steps I could take.</b></p>	<p>I can come up with a plan <b>that engages other stakeholders</b> in solving a problem or improving a situation.</p> <p>I can take positive, constructive action <b>while demonstrating my civic knowledge.</b></p> <p>I can reflect on what I learned through implementation <b>as well as what I could have done differently</b>, how my actions impacted the situation, and what next steps I <b>or others</b> could take.</p>





## 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.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>10.1 Practice short-term and long-term personal budgeting</b>	<p>With guidance, I can set a goal to save money (pretend or real) in order to buy something I want or need.</p> <p>With guidance, I can do one or more jobs (pretend or real) until I earn enough money to reach my goal.</p>	<p>I can set a goal to save money (pretend or real) in order to buy something I want or need.</p> <p><b>With guidance, I can come up with a plan for saving enough money</b> (e.g., through chores, jobs, trading, sharing) to reach my goal.</p> <p><b>With guidance, I can keep track of how much I earn until I achieve my goal.</b></p>	<p><b>I can set a short-term financial goal</b> (real or scenario-based).</p> <p><b>I can develop a budget and an action plan</b> for reaching my goal.</p> <p><b>I can use a tool to track my income and expenses and monitor my progress.</b></p>
<b>10.2 Navigate financial tools, opportunities, and practices</b>	<p>I can learn about different ways to keep the money I've earned safe.</p> <p>I can choose one way and try it.</p>	<p>I can choose a way to keep the money I've earned safe and explain why I chose that approach.</p> <p><b>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.</b></p>	<p><b>I can learn about different tools for creating a budget and/or a plan, and I can choose one and try it.</b></p> <p><b>I can do basic research to identify and compare different banking opportunities for saving earned money.</b></p>
<b>10.3 Demonstrate effective decision-making involving risk and reward</b>	<p>With guidance, I can practice self-control and save my money until I reach my goal.</p>	<p>With guidance, I can weigh the pros and cons of spending my money on something not related to my goal.</p> <p><b>I can practice making choices that help me stay focused on reaching my goal, even if it means waiting.</b></p>	<p><b>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.</b></p> <p>I can practice making choices that help me stay focused on reaching my goal.</p> <p><b>I can reflect on the choices I made and what I might do similarly or differently in the future.</b></p>