IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE DESCRIPTORS
LEVELS 3-5

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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 3	LEVEL 4	LEVEL 5
1.1 Choose and apply learning strategies	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.	**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.**	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.
1.2 Conduct Inquiry *Progression continued on next page*	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.	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.**	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.**

1. KNOWLEDGE OF CORE SUBJECTS continued

	LEVEL 3	LEVEL 4	LEVEL 5
1.3 Evaluate ideas/ concepts	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 perspectiv**e.	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.	**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.
1.4 Apply knowledge and skills to authentic tasks	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.**	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.**	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.**

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 3	LEVEL 4	LEVEL 5
2.1 Analyze issues in various contexts	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.	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.	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.**
2.2 Solve mathematical problems *Progression continued on next page*	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.**	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.**	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 strategies 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.

2. CRITICAL THINKING & CREATIVE PROBLEM-SOLVING continued

	LEVEL 3	LEVEL 4	LEVEL 5
2.3 Design and test solutions	I can research and describe a problem, **including any constraints that I must keep in mind.** *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 meets my success criteria, including any constraints.**	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 f**ollow the design constraints and parameters.** **I can iterate to eliminate at least one significant flaw and major limitation**.	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.**
2.4 Construct evidence-based arguments	**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.**	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.**	**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.**

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 3	LEVEL 4	LEVEL 5
3.1 Develop ideas for a specific purpose	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.	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.**	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 provide the audience with **an insight** in the conclusion/resolution. **I can articulate the impact I hope to have on my audience.**
3.2 Engage in academic discussion with others *Progression continued on next page*	**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 le**arned.	I can come to the discussion having completed the prep work necessary, and I can **suggest and/o**r 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.	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.**

3. ORAL & WRITTEN COMMUNICATIONS continued

	LEVEL 3	LEVEL 4	LEVEL 5
3.3 Prepare and finalize ideas in written formats	I can use criteria to self-assess and identify areas for improvement. 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. 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.	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.
3.4 Deliver presentations	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.**	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)**	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).

4. TEAMWORK & COLLABORATION

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

	LEVEL 3	LEVEL 4	LEVEL 5
4.1 Build collaborative relationships	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.**	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.	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.
4.2 Contribute to team roles and responsibilities *Progression continued on next page*	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.	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.	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, gantt 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 t**o make sure my work is completed and integrated into the work of my teammates.**

4. TEAMWORK & COLLABORATION continued

	LEVEL 3	LEVEL 4	LEVEL 5
4.3 Navigate interpersonal conflict	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.	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.**	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.**

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 3	LEVEL 4	LEVEL 5
5.1 Choose and evaluate online sources	*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.**	**I can use basic search methods and tools** (e.g., keywords/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.	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.
5.2 Develop and apply knowledge of safety, privacy, and fair use practice *Progression continued on next page*	*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**.**	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.**	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.**

5. DIGITAL LITERACY continued

	LEVEL 3	LEVEL 4	LEVEL 5
5.3 Create and communicate in a digital environment	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.	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 t**hat are tailored to my medium/format, delivery platform 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.**

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 3	LEVEL 4	LEVEL 5
6.1 Organize a team to work effectively	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.**	I can **facilitate a timely team process** for creating a **SMART** goal t**hat 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.**	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.
6.2 Encourage, guide, and motivate others *Progression continued on next page*	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.**	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.	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 tas**k.

6. LEADERSHIP continued

	LEVEL 3	LEVEL 4	LEVEL 5
6.3 Organize, prioritize, and delegate work	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.	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.**	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.**
6.4 Reflect on learning and leadership	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.	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**.	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**.

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 3	LEVEL 4	LEVEL 5
7.1 Build effective work habits	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.**	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.	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.**
7.2 Communicate in verbal and nonverbal language *Progression continued on next page*	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.	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).**	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.**

7. PROFESSIONALISM/WORK ETHIC continued

	LEVEL 3	LEVEL 4	LEVEL 5
7.3 Demonstrate integrity and personal accountability	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.	I can **self-assess,** using feedback, reflection, **or other tools (e.g., rubrics, past work)** to identify my strengths and weaknesses. 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.**	I can self-assess, using feedback, reflection, and other tools to identify my strengths and weaknesses **and prioritize areas for growth in general or on a specific skill.** 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.
7.4 Practice self-reflection and personal growth strategies	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 attitud**e.	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.	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.**

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 3	LEVEL 4	LEVEL 5
8.1 Identify, develop, and communicate personal strengths	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.**	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).	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.**
8.2 Build support networks	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.**	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.	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.
8.3 Develop an educational and career pathway	I can 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.**	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.	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 goal that includes key actions/activities**, steps, **and deadlines** (if applicable), as well as any **support** I might need.

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 3	LEVEL 4	LEVEL 5
9.1 Participate in community	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.**	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.	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.
9.2 Examine enduring problems *Progression continued on next page*	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.	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**).	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.

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9. CITIZENSHIP & CIVIC RESPONSIBILITY continued

	LEVEL 3	LEVEL 4	LEVEL 5
9.3 Build civic knowledge	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.**	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.	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.
9.4 Improve my community	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.	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.	I can come up with a plan that engages multiple stakeholder groups, including government officials, in addressing an issue. My actions 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.

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 3	LEVEL 4	LEVEL 5
10.1 Practice short-term and long-term personal budgeting	**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.**	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**.	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.
10.2 Navigate financial tools, opportunities, and practices *Progression continued on next page*	**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**.	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**.	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.

10. FINANCIAL LITERACY continued

	LEVEL 3	LEVEL 4	LEVEL 5
10.3 Demonstrate effective decision-making involving risk and reward	**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.**	**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.	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.