



Hamilton Counseling Curriculum and Assessment Rubrics



Ravalli County Curriculum Consortium
Hamilton, Montana

Approved by Hamilton School Board : February 2011



ACKNOWLEDGEMENTS

The following people served on the **Counseling Curriculum Review Committee** in 2010:

Darby-

Kurt Kohn

Hamilton-

Vickie Dickerson, Patty Pagnotta, Matt Yaskus

Stevensville-

Karen Nebel

Victor-

Cynthia Davidson

Coordinators-

Kathleen Dent, Dan Johnston, Jennifer Burdett, Tammy Lysons, David Cluff, Robert DoBelle

In August 2010, the committee met with the Ravalli Curriculum Consortium for thirty hours of concentrated counseling curriculum development. The committee reviewed current practices, student achievement data, current research, existing guidance & counseling curriculum from each district, curriculum guides from other states, the National Standards, and the Montana Standards. The curriculum guide, which follows, is the culmination of this work based on Robert Marzano's Standards Based Curriculum practice.

Gratitude and appreciation are extended to the individual committee members for their hard work and dedication.

PHILOSOPHY

School counseling is an educational program that provides a sequential, reinforcing content framework that is collaborated with other school curricular areas. Thus curriculum is designed to be integrated throughout the academic curriculum, delivered by teachers and counselors, and supported by community resources, community programs and professionals. The purpose of the counseling program is to educate students through academic development, career/life skills development and personal/social skills development. The goal of a counseling program is to facilitate healthy human development that ideally leads students to effectively take charge of their lives and plan for their futures.

Ravalli County Curriculum Consortium Counseling Curriculum Grades K-12

The following document is the guiding curriculum for Counseling in grades K-12 for teachers in the Ravalli County Curriculum Consortium. The Consortium includes Darby, Hamilton, Victor, Stevensville, and Lone Rock School Districts in Western Montana. The document was written under the direction of Marzano Research Associates with a committee of teachers from each of the School Districts. The Montana Counseling Standards are the overarching framework for this document. It is intended that the essential learning items be used as a guide for assessing proficiency at each grade level. As the document is used, additions and amendments will be made but the framework encompassed in the document is the Counseling curriculum.

Program and Curriculum Implementation

The comprehensive developmental counseling program has a purpose to provide knowledge, skills training and resources for students to learn and develop kindergarten through twelfth grade to become educated members of society in personal, academic and career areas. The three domains, which are Academic, and Personal/Social Career are introduced, developed and reinforced in grades K-12. The three domains have three standards that provide a framework for the guidance and counseling program K-12. They are listed below:

Academic Domain

- 1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan*
- 2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.*
- 3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.*

Career Domain

- 4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions*
- 5. Students will employ strategies to achieve future career goals with success and satisfaction.*
- 6. Students will understand the relationship between personal qualities, education, training and the world of work.*

Personal/Social Domain

- 7. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*
- 8. Students will make decisions, set goals, and take necessary action to achieve goals.*
- 9. Students will understand safety and survival skills.*

The K-12 Counseling Curriculum is developmental and will be delivered at developmental stages that are appropriate for students at different age levels. The curriculum will be delivered with various learning styles and multiple intelligences in mind.

The curriculum objectives will be implemented primarily in the classrooms K-12 to impact the majority of the students and in individual and group counseling sessions for students who need more individualized guidance. Curriculum objectives will be collaborated with other curricular areas such as Health, Personal and Life Skills, Social Studies, English, etc. Counseling objectives will be collaborated with other professionals and outside agencies, such as the Resource Officer, S.A.F.E., graduate students, Elementary, Middle School and High School classrooms currently and will continue to incorporate the Guidance and Counseling objectives as part of standard learning outcomes that are appropriate for each grade level.

POSITION STATEMENTS

Hamilton Schools K-12 Counseling Program is currently staffed with 5 F.T.E. counselors for all grade levels.

Recommendation:

The Hamilton Schools guidance program should set a goal to incorporate a minimum of two full-time positions for the Elementary grades, one full-time position at the Middle School Level, and two full-time positions at the High School Level.

Counselors should play an integral part in each school's MBI teams. District staff should continue to participate in the MBI Summer Institute. A pro-active approach, already in place in the Hamilton School Counseling program should continue. Examples of pro-active approaches include, Kelso (K-3) Problem Solving Techniques and Conflict Management, Anger Management, Social Skills training, Second Step Violence Prevention (K-6) which includes Empathy Training, Anger Management and Impulse Control, Steps to Respect (2-5) for bullying prevention. Every effort should be made continue to train and update staff in proactive approaches in the field of Guidance and Counseling.

Hamilton Schools should continue to collaborate with the staff of the Bitterroot Valley Education Co-operative in assisting with the implementation of this Curriculum.

IMPLEMENTATION TABLE/5 YEAR PLAN

Year	What	How	Who	When	Measurement
2010-11	Develop	Curriculum Consortium	Ravalli county Curriculum Consortium	Aug 2010	Consortium Written Document
	Adopt	School Board Presentation and Review	Ms. Dent, Counselors	Feb 2011	Board Adoption
2011-12	Implement	In-service staff	Administration and Counselor	2011-12	100% of staff receive curriculum
2013-14	Review/Revise	Standard Review as in-service	Guidance Committee or consortium committee	2013-14	Completion of review by Guidance Staff
2014-15	Review/Revise	Standard Review as in-service	Guidance Committee or Consortium committee	2014-15	Review with staff
2015-16	Review/Rewrite	Survey from staff and students	Guidance Committee or Consortium committee	2015-16	New updated curriculum

The entire curriculum document includes assessment rubrics for each area of proficiency with sample tasks to assist teachers in determining how students are progressing year to year. To view the entire document, contact HSD#3 District Office or check on line at www.hsd3.org.

A curriculum document is always changing. This basic framework will be in place until the next revision date. However, revisions and additions to sample assessment tasks may be made for the next several years.

The necessity of having clear curricular goals that have been translated into a coherent set of leveled and sequenced targets is the purpose of this document. Every teacher should have a clear understanding of the essential student learnings (proficiencies) for which he/she and his/her students are responsible. In this context, proficiencies are deemed to be prerequisite to student success at the next level.

The results of assessment using the proficiencies in this document are designed to provide evidence to judge whether the students have mastered the proficiencies for that grade level. Curricular-based, criterion referenced assessment is consistent with the mission of **Learning for All**.

This curriculum document has been written to be as useful to classroom teachers as possible. The proficiencies listed are learning targets specified at each grade level and aligned to the state standards. They are meant to be assessed through the sample activities and used to formatively design instruction in order to move every student toward proficiency.

These considerations are based on the best practice research of the correlates of effective schools by Lawrence Lezotte and standards based curriculum and assessment by Robert Marzano.

Lezotte, Lawrence W. Learning for All. Okemos, Michigan: Effective Schools Product, Ltd. , 2004.

Marzano, Robert J. and Haystead, Mark W. Making Standards Useful in the Classroom. Alexandria, Virginia: ASCD., 2008.

-----SAMPLE ASSESSMENT RUBRIC-----

Domain: Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: K

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0		•
	3.5	
	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Engage in classroom activities while following all classroom rules and procedures. • Accept mistakes as part of learning. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Raise their hand to speak in class. Use words to explain a problem. Keeps hands, feet, objects, voice to self. • Role modeling by adults of positive vocabulary and attitudes when mistakes are made. All feelings are OK.
	2.5	
	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Engages in classroom activities, the student follows all classroom rules and procedures with at least one prompt. • Recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: happy, sad, angry, frustrated • Remind entire class of direction, remind individual of rules and allow them to try again with positive verbal reinforcement.
	1.5	
	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	
	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Engage in classroom activities while following all classroom rules and procedures. • Accept mistakes as part of learning. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Raise their hand to speak in class. Use words to explain a problem. Keeps hands, feet, objects, voice to self. • Role modeling by adults of positive vocabulary and attitudes when mistakes are made. All feelings are OK.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Engages in classroom activities, the student follows all classroom rules and procedures with at least one prompt. • Recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: happy, sad, angry, frustrated • Remind entire class of direction, remind individual of rules and allow them to try again with positive verbal reinforcement.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will: Meet all required expectations regarding assignments and work completion.</p> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Writes name on paper, obtains proper writing utensils for assignments, attempts to follow teacher directions for assignments.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Can state the required expectations regarding assignments and work completion with a prompt recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Vocabulary: finished, directions, directional words, e.g. top, bottom, corner Picture cues of expectations taped to desk, repeat directions orally one at a time,
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Explain why reading is important to a career. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Share academic experiences with other grade levels, role play careers from a list, group discussions
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Will name from a picture list careers they know about • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: career, reading, job, interests • Draw a picture of something they like to do, match objects to career e.g. hose to fireman, board to teacher
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Exhibit group-maintenance skills while engaging in classroom activities. • Identify simple cause and effect relationships. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Takes turns in group activities, refrains from interrupting others who are speaking • Make own decisions when given choices
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will describe the importance of taking turns • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: interrupting, take turns, patience • Role plays when prompted by adult, redoing behavior after guided by adult.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Identify different careers in their community. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Group discussions, field trips, guest speakers
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Explains one career in their community • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: community, work, job, career, • Draw a picture of one career they like after given two or three given by adult.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Exhibit group-maintenance skills to get along with others. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Create classroom rules as a group, discussion on respectful behavior, draw classroom and school rules.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can name at least three classroom rules. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: rules, respect, • After discussion draw careers they remember or like.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Explain a variety of feeling words. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Match pictures with feelings, read a variety of stories that show different feelings.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will name a variety of feeling words. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: happy, sad, angry, frustrated, excited, scared • Match faces with same feelings.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Grade: K

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> Explain ways to resolve conflicts and ask for help. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Role plays, uses words to resolve conflicts instead of anger, asks adults for help to solve problems, practice calming techniques
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Will name an appropriate behavior to try in a conflict. recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocabulary: calm, self control Redo situation using appropriate behavior with verbal cues from adult
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard 9: Students will understand safety and survival skills.

Grade: K

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Demonstrate knowledge of personal safety information. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Practice phone numbers, address, birthday • Role plays, stories, discussion
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can name parts of phone number, address, birthday • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: stranger, danger, friend, safe/unsafe • Copy personal safety information from example
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Explain something they have learned in each subject and behavioral area without a cue. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Role plays, drawings, writing, teaching to others.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will name at least three things they have learned in school with cues. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary-ordinal words, e.g. then, first, last • Review a skill learned each day before leaving.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Meet all required expectations regarding assignments and work completion The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Keeps body and supplies quiet during class time. Waits turn to ask for help or directions.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can state at least three expectations regarding assignments and work completion. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: Completion, finish • Redo behavior with correct behavior after modeling by adult or peer.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Explain how reading and math are important to the world of work and community. • The student exhibits no major errors or omissions. 	<ul style="list-style-type: none"> • Field trips to read community signs, pick out simple words in newspapers and magazines, role play a career showing at least one subject being apparent
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can identify how a subjects apply to a career • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: math, community, credit card, cash register • Show pictures of adults reading or doing math and match to a career, e.g. adult reading to a group of students-teacher, adult using a cash register-math
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Explain why it is important to get along with others. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Create classroom rules as a group, discussion on respectful behavior, draw classroom and school rules.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can name two ways to be respectful. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: rules, respect, responsible • Match pictures of conflicts to resolutions,
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Explain the careers of various adults they know with others The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Discuss questions to ask family members about their job.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can name the job of one family member. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: interview • Draw a picture of family member at their job, go to work with parent for a day.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Grade: 1

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> Identify different careers in the world of work in relation to individual interests. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Discussion on interests and diversity through guest speakers, field trips, etc.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Can name at least two careers and explain one they like. recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocabulary: same, different Discussion of careers and interests
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Identify and express feeling words. • Describe personal boundaries and differences for self and others. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Role plays, draw pictures of feeling words, discussions of appropriate and inappropriate physical contact,
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Can name feeling words. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: happy, sad, angry, frustrated, excited, scared, nervous, shy, • Draw pictures of faces showing different feelings, match pictures to feelings
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Predict consequences as a result of their choices. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Role play different responses for conflicts and the consequences that may happen with the different responses
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Can name one consequence for a conflict. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: consequence, choice • Role plays, practice positive choices to conflicts
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 9: Students will understand safety and survival skills.

Grade: 1

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Demonstrate knowledge of personal/safety information. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Knows telephone number, address, city, state, emergency contact information, safe and unsafe physical contact
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can name personal safety information. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: stranger, danger, friend, safe/unsafe • Daily practice of personal safety information,
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Use appropriate communication skills when asking for help The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Appropriately ask questions for clarification • Refrain from interrupting group members who are speaking
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Use appropriate communication skills to ask for help when prompted • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Draw/illustrate how to ask for help appropriately • Vocabulary: routine, mistake, responsibility, success
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Demonstrate attitudes needed to succeed in school each day The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Role play attitudes helpful for success in school
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Student can demonstrate attitudes needed to succeed in school each day when prompted • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • List attitudes conducive to success in school • Vocabulary: positive, support, strengths, helpful
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Participate in service learning in the community The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Help the group stay on task during service learning project • Attempt to provide opinions and ideas that help to provide to the stated goals of the group
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can explain the benefits of service learning in the community • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Propose a service learning project that may be helpful to the community • Vocabulary: service, community, contribute, participate
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Begin working in cooperative learning groups The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Listen attentively to the ideas of others in a group • Wait for others to take their turn during a group activity
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Aware of roles within a group and their various functions • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Explain how to help a group stay on task • Vocabulary: enjoy, goal, hobby, career
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Describe community jobs <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Draw/illustrate a community job they may enjoy • Predict what they may enjoy or not enjoy about various community jobs
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Be aware of various jobs within the community and their functions • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • List community jobs • Vocabulary: important, town, city
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 6: Students will understand the relationship between personal qualities, education, training, and the world of work.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Describe personal likes and dislikes The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Give report on an activity they enjoy • Design a poster explaining an activity they enjoy
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Be aware of personal likes and dislikes • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Express why they enjoy certain activities • Vocabulary: conflict, disagree, role
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Identify appropriate and inappropriate behavior The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Role play how to keep one's hand's to one's self • Role play how to disagree respectfully
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Explains the characteristics of appropriate and inappropriate behavior with assistance • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Describe what it means to push or shove other students • Describe what it means to stop an inappropriate behavior when asked by a teacher • Vocabulary: opinion, procedure, customs, self-control, culture, appropriate, inappropriate
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Predict what the consequence of choices might be <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Explain what the consequences of a certain choice might be • Role play
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Predict the consequence of a choice from a list of consequences • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Identify what the consequences of a certain choice might be • Vocabulary: choice, consequence, decision
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 9: Students will understand safety and survival skills.

Grade: 2

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Demonstrate positive anger management skills The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Role play how to handle a frustrating situation in an appropriate manner
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Can identify positive anger management skills • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • List people that could help when you feel frustrated • Vocabulary: Bullying, frustration, appropriate, drugs
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Describe the relationship between learning and effort <p>The student exhibits no major errors or omissions.</p>	• Turn in assignments on time
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Describe what it means to try harder • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • When prompted turns in assignments on time • Vocabulary: effort, mistake, progress, focus
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Describe the skills and attitudes needed to achieve in school The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Differentiate between helpful and not helpful statements about ones academic abilities
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognize the skills and attitudes needed to achieve in school • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • List helpful statements about ones academic abilities • Vocabulary: achieve, peers, support, attitude
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Identify work roles to gain an understanding of why people work The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Draw/illustrate something they would be willing to work for
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • List one potential benefit of working • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Describe something they would be willing to work for • Vocabulary: contribute, suggestion, work, motivation
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 4: Students will acquire skills to investigate the world of work in relation of knowledge self and to make informed career decisions.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Practice interacting cooperatively in groups The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Maintain an attentive posture while listening to other students
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • With verbal prompts interact cooperatively in groups • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Describe how to show others that you are listening • Vocabulary: advantages, disadvantages, cooperate, alternatives, desirable, attentive
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • List different jobs/workers and their contributions to their community The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Collect photos from paper/magazines of local jobs/workers
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • List different jobs • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Find a photo from paper/magazine of a local job/worker • Vocabulary: contribution
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Support others in their use of conflict management skills The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Identify appropriate choices for potential classroom conflicts
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • When prompted, can use conflict management skills • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • List people who could help you resolve a conflict • Vocabulary: conflict, cooperate, appropriate, attentive
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the feelings of others in various situations <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Role play how others may be feeling based on nonverbal communication
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • When prompted identify how others may be feeling • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Looking at photos... Identify how others may be feeling based on nonverbal communication • Vocabulary: culture, diversity, goals, personal, emotion
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 8: Students will make decisions, make goals, and take necessary action to achieve goals.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Demonstrate good work habits in school The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Turn in assignments on time
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Stays on task when prompted • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Properly label an assignment • Vocabulary: habits, various, options, choices
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 9: Students will understand safety and survival skills.

Grade: 3

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Use behaviors that demonstrate respect for the feelings, property, and interests of others <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Role play how to report a bullying situation • Role play situations showing respect
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • When prompted, uses behaviors that demonstrate respect for the feelings, property, and interests of others • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Draw/illustrate one way to show respect to others • Vocabulary: feelings, substance, abuse, stress
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 1: will acquire knowledge, attitude, skills for positive effective learning

Grade: 4

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Complete assignments on time • Have acceptable explanations when assignments are not handed in. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Turning in assignments on time and complete • Having an explanation that follows classroom policy
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Be aware of the requirements regarding turning in assignments on time. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: consequences, attitude, reasonable/acceptable explanations, completion • Review classroom requirements regarding assignments
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development:

Standard 2: Completes school with academic preparation essential to choose from a wide range of post secondary options

Grade: 4

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Demonstrate independence in organizing work the student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Record daily assignments in planner, bring supplies to class regularly, use a file folder or binder to keep work
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Be aware of the requirements regarding turning in assignments on time. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: daily planner, deadline, supplies, organization, outline • Review classroom expectations on assignment requirements. • Record assignments in planner with assistance
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 3: Students will understand the relationship of academics to the world of work and to life

Grade: 4

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> Identify how school work can contribute to future academic success the student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Student will complete a project that shows how their academic areas relate to the world of work
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Be aware of the requirements regarding turning in assignments on time. recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocabulary: career, clusters , job skills, job vs. career Review classroom expectations about classroom assignments
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Career

Standard: 4 Students will acquire the skills to investigate the world of work in relation to the knowledge of self and to make informed career decisions

Grade: 4

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate how to interact cooperatively in groups and evaluate their contribution to class goals • Identify work activities of personal interest • The student exhibits no major errors or omissions 	<ul style="list-style-type: none"> • Take a role in group projects • Help solve group problems • Help the group stay on task • Tries to understand contrary opinions • Listens actively to opinions • Takes turns • Does not interrupt others • Identify role activities of interest
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Works cooperatively with a partner. • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: cooperatively, contribution, team, opinions, contrary • Work on assignment with one other person
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard: 5 Students will employ strategies to achieve future career goals with success and satisfaction

Grade: 4

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> Evaluate whether jobs deal with data, people, or things. The student exhibits no major errors or omissions. 		<ul style="list-style-type: none"> Diagram jobs that deal with people, data, or things Classify a cluster of jobs
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Will identify occupations according to whether they deal with data, people, or things. recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocabulary: occupation, data, cluster, classify Identify one occupation that deals with date, one that deals with people, and one that deals with things
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Career

Standard: 6 Students will understand the relationship between personal qualities, education, training, and the world of work

Grade: 4

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Work cooperatively in a group • Describe meanings of values and things that are important to them in school, home, and community <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Analyze ways to work cooperatively in groups • Describe and evaluate values • Analyze similarities and differences between competition and cooperation • Identify a hobby or skill that relates to the world of work
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will recognize a value that is important to them in home, school, and community • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: completion, hobby, competition, cooperate • Identify values, cooperation, hobbies, skills, and competition in the world of work
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard: 7 Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others

Grade: 4

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Describe positive characteristic about self as seen by self and others • Demonstrate self discipline in situations where managing feelings is difficult, • Demonstrate and identify social behaviors that encourage acceptance of others. <p>•</p> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Give examples of how he/she is important to others • Analyze why it is important to take care of emotions • Identify specific characteristics in others they like/dislike and admire/do not admire
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will identify positive characteristics about self and others • Identify self discipline in situations when managing feelings is difficult • Identify social behaviors that encourage acceptance of others. <p>• recognizes or recalls basic terminology such as:</p> <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: emotions, acceptance, characteristic, encouragement, admire, analyze • Identify emotions • Identify ways he/she is important
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard: 8 Students will make decisions, set goals, and take necessary action to achieve goals

Grade: 4

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Develop the decision making/problem solving process and evaluate positive and negative consequences of decisions <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Define each step of the decision making process List positive and negative consequences of decisions
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student will:</p> <ul style="list-style-type: none"> Recall the decision making process and identify positive and negative consequences recognize or recall basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Vocabulary: consequences, process, positive, negative List each step of the decision making process
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard: 9 Students will understand safety and survival skills

Grade: 4

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Evaluate emotional and physical dangers of substance abuse • Differentiate between support systems • Generate a list of coping skills for managing life's events <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • List dangers of substance use/abuse • Compare and contrast coping skills • Compare and contrast peer support vs. adult support • Demonstrate assertive response to handle personal space
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will identify dangers of substance abuse • Identify a support system • Identify a coping skill • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: coping skill, peer, substance abuse • Identify a harmful effect of substance abuse • List a coping skill • List a support system
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic

Standard: 1 Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Evaluate effective study habits • Demonstrate the ability to work independently and cooperatively with other students • Shows personal satisfaction in work and achievement • The student exhibits no major errors or omissions. 	<ul style="list-style-type: none"> • List good study habits • Practice effective speaking and listening skills • Make a folder or portfolio of best work (work student is proud of) • Accept mistakes as an essential part of the learning process
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will identify effective study habits • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: study habit, independent work, listening skill • List good study habits • Identify effective speaking and listening skills • Identify learning mistakes
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic

Standard: 2 Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Apply study skills necessary for academic success • Develop a system of support from faculty, staff, family, and peers <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • List and apply study skills • Generate a list of support personnel • Demonstrate the goal setting process
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify study skills • Identify a family member, a faculty member, and a peer that could be part of a system of support • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: academic success, support system, problem solving, goals • Identify a goal • List common study skills • List three members of a support system
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic

Standard: 3 Students will understand the relationship of academics to the world of work, and to life, at home, and in the community

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Utilize planning activities to organize and prioritize • Define good work habits and how they lead to success in classroom and work The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Utilize a daily planner • Prioritize a list of tasks to complete assignments • Compare and contrast educational and workplace success and its relationship to work
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Define organization and priorities • Compare educational success to the world of work • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: prioritize, organize, planner, priority • Identify parts of a effective planner • Compare educational and work success
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Career

Standard: 4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Recognize natural talents, skills, and attitudes in relation to future success • Compare how subjects in school relate to work/careers <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Develop a personal list of hobbies or interests • Understand relationship between hobbies/interests and careers
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Compare school subjects to careers • Identify natural talents, skills, and attitudes • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: hobby, talent, career • Match school subjects to careers • List natural talents, skills, and attitudes
Score 1.0	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard: 5 Students will employ strategies to achieve future career goals with success and satisfaction

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Develop an awareness of career trends • Research and describe a career of interest • Identify advantages and disadvantages of various careers <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Research careers • Compare and contrast two careers • Survey family and community for career trends
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify a career trend • Name a career of interest • Identify differences in careers • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: trends, career • List careers that are in demand • Compare two different careers • List a career of interest
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Career

Standard: 6 Students will understand the relationship between personal qualities, education, training and the world of work.

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Correlate the relationship between hobbies/interests and the world of work. • Apply conflict management skills • Evaluate the relationship of school work/roles to the world of work <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Role Play conflict management skills • Develop a hobby • Compare school and work roles
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify a hobby that is similar to the world of work • Identify conflict management skills • Identify school and work similarities • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: conflict management, hobby • List conflict management skills • List a hobby • List similarities to school and work
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard: 7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand the respect self and others

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Identify and express feelings • Distinguish between appropriate and inappropriate behaviors • Recognize and utilize personal boundaries, rights and privacy needs • Demonstrate cooperative behavior in groups <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Discuss and model a positive attitude • Identify feelings • Demonstrate cooperative behavior
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify feelings • Identify appropriate and inappropriate behaviors • Identify personal boundaries, rights, and privacy • Identify cooperative behavior • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: inappropriate, personal boundary, cooperative • List feelings • Describe positive attitudes • List cooperative behaviors
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard: 8 Students will make decisions, set goals, and take necessary action to achieve goals

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Apply conflict resolution skills • Model ways to help others • Express feelings in an appropriate way <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Not tease or bully others • Identify feelings and outlets • Practice using conflict resolution skills
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify conflict resolution skills • Identify ways to help others • Identify ways to express feelings • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: Conflict resolution, bullying, teasing • Define bullying • List conflict resolution skills • Identify a feeling and an appropriate outlet
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard: 9 Students will understand safety and survival skills

Grade: 5

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Apply effective problem solving and decision making skills to make safe and healthy choices • Compare and contrast appropriate and inappropriate physical contact • Differentiate between situations requiring peer support and situations requiring adult help <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Help others follow classroom rules • Choose ways to deal with bullying/harassment from alternatives • Develop a problem solving skit
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify effective problem solving and decision making skills to make safe and healthy choices • Label appropriate and inappropriate physical contact • Identify situations requiring peer support and situations requiring adult help • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: compare, contrast, harassment, problem solving, bullying/harassment • Follow classroom rules • List problem solving steps
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 1: Acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Grade 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Stay focused on individual activities by following teacher’s directions • Helps others follow complex directions. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Student hands in assignments that meet requirements meeting teacher expectations. • Acts as a role model for other students in following directions.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Stays focused on individual activities by following teacher directions with a prompt • recognizes or recalls basic terminology such as: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: focused, role model, classroom requirements • Review classroom expectations • Ask for help when needed
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic

Standard 2: Students will complete school with academic preparation essential to choose from a wide variety of post-secondary options including college

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Understand the relationship between academic success and future options. • Recognize the importance of extracurricular and or community activities • Develop a personalized method of time management, organizational strategies, and study skills <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Compare school success and future success • Explore available extracurricular activities • List available community activities • Complete a time management activity
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Develops a personalized method of time management, organizational strategies, and study skills with assistance • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: extracurricular, academic success, time management, organizational strategies • Name time management and study skills
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Understand the value of hobbies and benefits of extra-curricular activities 		<ul style="list-style-type: none"> • Students will develop a project to show the clubs and activities that are available in the school and community
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Students will name hobbies and benefits of extra-curricular activities • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ school wide behavioral expectations However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: club • Develop a list of sample projects and activities
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: career

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • research a career based on their own interest The student exhibits no major errors or omissions.		Complete a career research project that incorporates a career of interest
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • will name careers of interest and jobs that match • recognizes or recalls basic terminology such as: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: personal interests, personal talent Student will list a career of interest and list jobs that match
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Career

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Research traditional and nontraditional careers and work cooperatively to present the information to others <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Write a report as a team on traditional and nontraditional careers
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will identify a traditional and nontraditional career and discuss it • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: Traditional career, nontraditional career, cooperatively • Identify traditional and nontraditional careers
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain Career

Standard 6: Students will understand the relationship, personal qualities, education, training in the world of work

Grade: 6

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0		•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Correlate training and education necessary for different careers The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Research one career and the educational and training requirements necessary
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Will identify training and education for necessary for different careers • recognizes or recalls basic terminology such as: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Vocabulary: lifelong learning, apprenticeship, technical school • Identify a career and educational training for a job of your choice
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/social

Standard 7: Acquire attitudes, knowledge and interpersonal skills to help them understand and respect self and others

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate verbal and nonverbal cues and how they affect others attitudes, values, and beliefs <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Compare and contrast how different people communicate verbally and nonverbally
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Will identify verbal and nonverbal cues and how they affect others attitudes, values, and beliefs • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Identify ways different people communicate verbally and nonverbally • Vocabulary: nonverbal communication, body language, cues, attitudes, values, beliefs
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/social

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> • Use a decision making and problem solving model The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Apply a decision making and problem solving model • Work as a team to identify community problems
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Will identify a problem solving model • recognizes or recalls basic terminology such as: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • List the steps of a decision making/problem solving model • Vocabulary: Decision making, peer pressure, conflict resolution, influence
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/social

Standard 9: Students will understand safety and survival skills

Grade: 6

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Be able to problem solve a high risk situation such as bullying, peer pressure, and substance abuse <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Role play getting out of a high risk situation • Create a self help project for high risk situations
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify bullying, peer pressure, and substance abuse • recognizes or recalls basic terminology such as: <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Brainstorm high risk situations • Identify high risk situations • Vocabulary: peer pressure, bullying, coping, high risk situations
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 1: Acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Grade7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> • Student hands in assignments that meet requirements meeting teacher expectations. • Acts as a role model for other students in following directions.
Score 3.0	The student will: <ul style="list-style-type: none"> • Stay focused on individual activities by following teacher’s directions • Helps others follow complex directions. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	<ul style="list-style-type: none"> • Vocabulary: planner, record assignment, leisure tasks • Student hands in assignments that meet requirements with no more than one prompt
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Stays focused on individual activities by following teacher’s directions with reminders However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic

Standard 2: Students will complete school with academic preparation essential to choose from a wide variety of post-secondary options including college

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Compare the relationship between academic success and future options. • Recognize the importance of extracurricular and or community activities • Develop a personalized method of time management, organized strategies, and study skills <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Compare school success and future success • Explore available extracurricular activities • List available community activities • Complete a time management activity
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • With help, students will develop a method of time management, organization strategies and study skills <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: extracurricular, academic success, time management, organizational strategies <ul style="list-style-type: none"> • Compare school success and future success • Explore available extracurricular activities • List available community activities • Complete a time management activity
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Academic

Standard 3 Students will understand the relationship between of academics to the world of work and to life and home and in the community.

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Use problem solving and decision making skills to assess progress toward educational goals. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Student creates an academic goal and uses problem solving to identify options for meeting that goal At grade check intervals, student determines if goal has been met
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Uses problem solving and decision making skills to assess progress toward educational goals with prompting <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Student lists grades and comes up with a goal relating to improving a grade Student talks with counselor about ways to attain goal Vocabulary: decision making, problem solving, goals
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Career

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Describe personal qualities necessary in getting and keeping a job Compares educational needs related to abilities, interests, talents, values and career goals <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student interviews one trusted adult about the qualities necessary to get and keep a job. Based on classroom performance and grades, student identifies his educational needs.
	. No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Student lists a personal quality necessary for getting and keeping a job Names educational needs related to abilities, interests, talents and career goals. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Vocabulary: interview, qualities to get and keep a job, interests, values, career goals Based on classroom performance and grades and a list of remedial options, student can identify needs in order to develop a goal.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Career

Standard 5 Students will employ strategies to achieve future career goals with success and satisfaction.

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Develop hobbies and vocational interests • Participate in a hobby or extracurricular activities to expand skills and interests <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Student will create a list of his hobbies and interests • Student will create a list of extracurricular activities available in school and in community
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • With help student will create a list of extracurricular activities available in school and in community • With help, student will identify a list of his interests and hobbies. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Create a personal list of interests and hobbies • Develop a list of interest and hobbies and extra curricula activities from a generic list • Vocabulary: vocational interests, hobby, extracurricular activity
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Career

Standard 6 Students will understand the relationship between personal qualities, education, training and the world of work.

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Explain the importance of multiple career choices • Explain how work can help to achieve personal success and satisfaction. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Students will research the array of career choices available • Through guest speakers, students will hear about how others have achieved personal success and satisfaction in a career
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • With cues from a trusted adult, student will list 3 potential career choices • With help, students will be able explain how classroom guest speaker achieved personal success However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Students will list 3 career choices • Discuss with an adult ideas on how personal success • Vocabulary: personal satisfaction, personal success
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Personal/Social

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> • Explain the need for self-control and how to practice it. • Explain the expected behaviors in all environments of expectations, follows them and helps others follow them. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Role play need for self-control • Create a video of proper application of school wide expectations
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • With help, explains the need for self-control and how to practice it. • The student can explain one expected behavior in each environment but may not be consistent in applying them. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • After observation of role play, explain need for self-control. • Watch video of school wide expectations and demonstrate one • Vocabulary: role play, school wide expectations
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Personal/Social

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Use decision-making and problem solving model to identify alternative solutions to a problem and apply effective coping skills. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Review and discuss decision making and problem solving steps Brainstorm effective coping skills
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Will use decision-making and problem solving model to identify alternative solutions to a problem and needs help to apply coping skills <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Review and discuss decision making and problem solving steps Brainstorm effective coping skills Vocabulary: brainstorm, coping skills, alternatives, decision making, problem solving
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard 9: Students will understand safety and survival skills

Grade: 7

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	The student will: <ul style="list-style-type: none"> Compare the difference between appropriate and inappropriate physical contact and demonstrate proper application in real life. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Watch a video depicting appropriate and inappropriate physical and role play proper assertiveness techniques.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> With help, compare the difference between appropriate and inappropriate application in real life and be able to tell how they could apply in real life. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Watch a video depicting appropriate and inappropriate physical and role play proper assertiveness techniques. Frequent check in with adult. Vocabulary: appropriate and inappropriate physical contact
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 1: Acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Grade 8

Grade 8 Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	The student will: <ul style="list-style-type: none"> Develop a high school academic plan The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Student develops a 4-year plan with adult support
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> With guidance from adults, develops high school academic plan recognizes or recalls basic terminology such as: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> After looking at completed sample, can fill out elective choices Vocabulary: high school academic plan, elective, required courses
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Even with help, no understanding or skill demonstrated.		
Score 0.0			

Domain: Academic Development

Standard 2 : Students will complete school with the academic preparation essential to s=choose from a wide range of substantial postsecondary options, including college.

Grade 8

Grade 8 Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
		<p>The student will:</p> <ul style="list-style-type: none"> Describe why completion of high school is important <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Guest speakers in GED program and had dropped out of high school Guest speakers who have completed high school and are in successful career
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Students will tell why it's important to complete high school after discussion of guest speaker's topic with assistance <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Small group discussion of guest speakers topics Vocabulary: GED, diploma, graduation
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
		Even with help, no understanding or skill demonstrated.	
Score 0.0			

Domain: Academic Development

Standard 3 : Students will understand the relationship of academics to the world of work, and to life at home and in community

Grade 8

Grade 8 Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	4.0		
3.5		In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
		<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate ability to balance school, studies, extracurricular activities with leisure time and family life with multiple time demands. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Uses homework organizer with due dates, description and tasks for each assignment in each class.
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> With guidance from adults, demonstrate ability to balance school, studies, extracurricular activities with leisure time and family life with multiple time demands. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student develops a homework organizer to assist with task management with adult assistance Vocabulary: multiple time demand, extracurricular, balance, organizer, leisure
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
		Even with help, no understanding or skill demonstrated.	
Score 0.0			

Domain: Career

Standard 4 : Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Grade 8

Grade 8 Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
		The student will: <ul style="list-style-type: none"> Complete a career interest inventory 	<ul style="list-style-type: none"> Fill out an interest inventory Based on top two choices, investigate possible careers options
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
		There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> With help, complete an interest inventory. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> With help from a peer or mentor, fill out an interest inventory Based on top two choices, investigate possible careers. Vocabulary: career, interest inventory
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
		Even with help, no understanding or skill demonstrated.	
Score 0.0			

Domain: Academic Development

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Grade 8

Grade 8 Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	The student will: <ul style="list-style-type: none"> Research career planning information . The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Using internet, college websites or local job service, research a career based on previous interest inventory.
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
	There are no major errors or omissions regarding the simpler details and processes as the student: With help research career planning information. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Using internet, college websites or local job service, research a career based on previous interest inventory Vocabulary: interest inventory, career planning, local job service
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Even with help, no understanding or skill demonstrated.		
Score 0.0			

Domain: Career

Standard 6 : Student will understand the relationship between personal qualities, education, training and the world of work.

Grade 8

Grade 8 Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	The student will: <ul style="list-style-type: none"> Describe the importance of gender equity. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Discussion in class of Title IX law and it's purpose. Debate pros and cons of gender equity
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Student will state the importance of gender equity. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Help research Title IX law and assist in developing pros and cons of gender equity. Vocabulary: gender, Title IX, pros and cons, gender equity
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Even with help, no understanding or skill demonstrated.		
Score 0.0			

Domain: Personal/Social

Standard 7 : Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade 8

Grade 8 Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
	<p>The student will:</p> <ul style="list-style-type: none"> Students will describe why it's important to respect alternative points of view to understand cultural diversity <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Review school wide expectations and link them to importance of respecting alternative points of view. Discuss cultural diversity of American Indian
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>With help, student will describe why it is important to respect alternative points of view to understand cultural diversity.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Given an example of a conflict, discuss alternative points of view and relate them to cultural diversity. Vocabulary: cultural diversity, point of view
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Even with help, no understanding or skill demonstrated.		
Score 0.0			

Domain: Personal/Social

Standard 8 : Students will make decisions, set goals, and take necessary action to achieve goals.

Grade 8

Grade 8 Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
	The student will: <ul style="list-style-type: none"> Evaluate alternative ways of achieving a goal. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Given a sample vocational goal, brainstorm with peers alternative ways to achieve the goal.
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> With some guidance, evaluate alternative ways of achieving a goal. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Given a sample vocational goal, brainstorm with peers alternative ways to achieve the goal. Vocabulary: vocation
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Even with help, no understanding or skill demonstrated.		
Score 0.0			

Domain: Personal/Social

Standard 9 : Students will understand safety and survival skills.

Grade 8

Grade 8 Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
		<p>The student will:</p> <ul style="list-style-type: none"> Will assess and categorize resource people in the school and community and know how to seek their help <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Given three categories of assistance, list at least two resource people who could help in each category.
Score 3.0	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> With help, identify at least three community resources. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> With class discussion of resources, name at least two resource people who could help in your community. Vocabulary: community resources, assistance
Score 2.0	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 1.0	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
		Even with help, no understanding or skill demonstrated.	
Score 0.0			

High School Counseling Document

Domain: Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Grade: 9-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0		•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Maintain and organize their assignments in a planner • Review and demonstrate study skills and test taking strategies in the classroom <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will record their assignments in a planner as a part of the classroom requirements • Students will review effective study skills and test taking strategies and apply the skills in assignments and tests
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	•
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Students maintain and organize a planner inconsistently • Students will be able to list study skills and test taking strategies • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: academic Planner, test anxiety • Students will use a planner most of the time • Students will learn study and test taking strategies and can list them
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Academic Development

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Grade: 9 - 12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks
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4.0	taught.		•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: Develop a four year high school academic plan based on their learning style and future goals. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Students will organize a four year plan for high school using a learning style assessment and high school planning guide. • Students will participate in a future planning classroom activities and college/career presentations to assist them in planning for post-secondary options.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Students will make a high school plan annually not based on a long term plan • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Vocabulary: learning style, career/college fair • Students schedule their high school classes each year without using a career pathway or 4 year plan
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Academic Development

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Develop, maintain, and revise a four year plan and academic/career portfolio in preparation for post-secondary options • Students will monitor their own academic progress and use the information to schedule their classes annually <p>•</p> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Students will develop and maintain a high school portfolio, that will include a 4 year academic plan, annual schedule, transcripts, samples of schoolwork and any career information the student researches
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Students will develop a one-year plan for high school because they do not have a long term plan • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: portfolio, transcript, career pathways, career clusters • Students will begin to develop a portfolio with an annual schedule and basic information on career pathways
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Career

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Grade: 9-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			•
4.0	3.5		
	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Explain career clusters and use them for high school planning in developing a four year high school plan. • Demonstrate job skills and role play real life job experiences. • Will develop a resume that incorporates their assets and skills. • Will assess their interests, job values, and skills to self-evaluate how to choose a vocation. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • The student will use the career pathways to develop a four year plan. • The student will complete career inventories that assess their individual interests, values, and skills and use the knowledge to choose a career. • Students will make a personal resume • Students will role play interviewing for a job.
	2.5		
	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Students can identify the career clusters and career pathways • Students can define the use of a resume, interview and internships/apprenticeships and how they are useful for job hunting • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Vocabulary: career pathways, role playing, resumé, self-evaluation, workplace values, apprenticeship • Students will recognize the career clusters from the chart and pick one that they like • Students will define job hunting tools such a resume, an interview, and an apprenticeship
	1.5		
	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5		
	With help, a partial understanding of the 2.0 content but not the 3.0 content		
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Domain: Career

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student: Will prepare for the career pathway they have chosen by taking required coursework and exams, maintaining and revising portfolios, utilizing real world experiences and internships and research post-secondary options.</p> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Students will utilize the study strategies and test taking skills to pass the tests needed for entrance into post-secondary options, such as college entrance tests, and military entrance tests ● Students will take special coursework and training opportunities that are needed for specific fields such as CPR training, advanced high school coursework, vocational courses that train for vocational technology and internships that prepare them for specific requirements needed in their career pathway and post-secondary plan.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Students understand they must meet entrance requirements for postsecondary options, but do not complete all requirements ● Students have taken most of the coursework needed but still need to complete some of the requirements to be prepared for their postsecondary plan ● recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Vocabulary: ACT, SAT, ASVAB, PSAT, CPT, Compass Test, ACT and SAT Subject Tests, Montana University Writing Assessment ● Students will identify the requirements for entrance into college, the military, technical schools and other training programs
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Career

Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Grade: 9-12

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Will evaluate personal attributes and investigate and research ways to better prepare to continue their education/training after high school (vocational, technical, military, and college.) <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> The student will investigate and research post-secondary options through activities such as career fairs, career reports, job shadowing, interviews, and admission tests. Students will evaluate their personal attributes through career assessments, learning style assessments and skills assessments.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Students are indecisive about their future plans but are beginning to take an interest in their future choices based on personal interests. recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Vocabulary: Career fair, Job shadowing, Career Pathways/Clusters, Portfolio Students research some future options in the classroom with the counseling office, with advisory groups or in vocational classrooms.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Students will learn about cultural diversity and ethnic differences and compare the similarities and differences to their own culture and ethnic group. • Students will identify and compare their feelings about other groups or individuals to better understand and respect self and others <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will learn about and discuss cultural and ethnic differences in the classroom, such as in social studies or in group or individual counseling. Students will identify similarities and differences in different cultures and groups. • Students who are in conflict over the differences will use their problem solving skills and conflict management skills to resolve issues that arise in counseling or in classroom discussions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Students can identify cultural differences • Students can identify their feeling about different cultures and ethnic groups • recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Vocabulary: cultural diversity, ethnicity, conflict management, empathy • Students list cultural differences in their community or school • Students list their family values and compare them to other cultures in the community or school
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Domain: Personal/Social

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Utilize decision making skills to set goals to complete high school requirements, and have a plan for postsecondary transition. Coordinate decisions and problem solving as a team member in the classroom, school and community that involve problem solving skills, leadership opportunities and community service. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Students will join clubs and activities that incorporate team decisions, community service, problem solving and civic responsibility. Civic responsibility and community service will be integrated in the classroom, community events and extracurricular activities
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identifies the decision making process lists school and community activities that they can join recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Vocabulary: civic responsibility, community service, service learning Students work as a team member in the classroom and help make team decisions
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Domain: Personal/Social

Standard 9: Students will understand safety and survival skills

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Review survival and safety skills for dangerous situations and apply them when needed. ● Identify and utilize school and community resources that can help students who have safety and survival issues. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Students who are involved in dangerous situations will report potential suicide, abuse, and violent threats to an appropriate adult or resource. ● Students will participate and access community and school safety resources such as safety drills, school nurse, mental health programs, and other appropriate resources when needed. ● The student will learn information about safety and survival issues presented through assemblies, curriculum, student handbook, and health classes.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Safely responds to safety drills, such as lockdowns, fire drills and earthquake drills ● Names dangerous situations ● Recognizes safety resources available at school and in the community ● recognizes or recalls basic terminology such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> ● Mandatory reporting, mental health, lock down, sexual harassment ● Students will receive a student handbook and review the safety procedures ● Students will practice safety drills at school ● Vocabulary: lockdown, evacuation, sexual harrassment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Appendix

Appendix A—Montana State Accreditation Standards

School Counseling: Program

Students of all ages must make many choices that affect their lives, now and in the future.

Comprehensive

school counseling programs are a way to serve the divergent and changing needs of students.

An effective school counseling program involves the whole school community to integrate academic, career,

and personal/social development of students into the academic program. School counseling programs are essential

to prepare students for a wide range of postsecondary options, including college.

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603

and ARM 10.55.1001) (1) In general, school counseling shall:

(a) meet the following conditions:

(i) provide a comprehensive developmentally planned program;

(ii) advocate for all students and encourage students to develop to their full potential;

(iii) respect the worth and dignity of all individuals by building trust and respecting confidentiality; and

(iv) contribute as an integral part of the education process that is delivered through a variety of systems by

school staff, students, parents, business, and industry.

(b) include the following practices:

(i) maximize students' potential in the areas of academics, career, and personal/social development;

- (ii) develop a guidance curriculum presented through structured groups and classroom presentations;**
- (iii) conduct individual planning using assessment, advisement, placement, and follow-up;**
- (iv) deliver responsive services through individual and group counseling, consultation, and referral; and**
- (v) provide system support through management, consultation with staff, community outreach, and public**

relations.