

# Proficiency Scale

## Employability Skills-Character Development 9-12

4.0	The student could assist peers in decision and problem solving skills in a variety of settings throughout the school community.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>T1: Core Principles:</b> Demonstrate traits of good character (such as honesty, empathy, kindness, self-control, and perseverance) in a variety of settings (including use of technology) and be able to self-assess utilization of these character traits in routine behavior choices</p> <p><b>T2: Decision Making Skills:</b> Demonstrate responsible and effective decision making skills in a variety of settings</p> <p><b>T3: Problem Solving Skills:</b> Develop, implement, and model effective problem solving skills in a variety of settings</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>F1: Vocabulary:</b> character traits, self-control, honesty, perseverance, bullying, teasing, harassment, relationships, empathy</p> <ul style="list-style-type: none"> <li>Recognize and develop good character traits (honesty, kindness, self-control, perseverance, empathy)</li> <li>Accept both academic and behavior feedback (praise and corrections) on implementation of character traits</li> <li>Use empathetic statements and questions to gain perspective and understanding of others' perspectives</li> <li>Demonstrate respect for peers and adults</li> <li>Understand the various roles (bully, victim, by-stander, up-stander) within bullying, teasing, and harassment situations; engage in advocacy and refusal skills during those times and recognize how bullying and harassment impact personal experience beyond high school and in the work force</li> </ul> <p><b>F2: Vocabulary:</b> consequences, social goals</p> <ul style="list-style-type: none"> <li>Evaluate situations that are safe/appropriate and unsafe/inappropriate &amp; how to avoid unsafe practices</li> <li>Identify and monitor choices made and how the consequences affect personal and social goals</li> <li>Complete tasks in a timely manner and recognize factors that inhibit or aide in completion of tasks</li> <li>Identify how, when, and whom to ask for help and follow through (assertiveness)</li> <li>Identify and organize materials for class or project</li> <li>Recognize and participate in the classroom and school community (ACHIEVE) and be able to self-assess personal behaviors</li> </ul> <p><b>F3: Vocabulary:</b> problem, solution, consequences</p> <ul style="list-style-type: none"> <li>Identify the steps of a problem solving process. For example use STEP from 2<sup>nd</sup> Step, <b>S</b>ay the Problem, <b>T</b>hink of solutions, <b>E</b>xplore consequences, <b>P</b>ick the best solution. <i>If your building uses a different problem solving process, explicitly teach those steps instead.</i></li> <li>Use the identified problem solving process to generate a plan and carry it out, making adjustments as necessary.</li> <li>Use resiliency to reflect on past experiences and find ways to improve and implement behavioral changes to be proactive in problem solving.</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

