


# Proficiency Scale

## Employability Skills-Personal Development 9-12

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|-----|---|
| 4.0 | The student could positively influence others' choices, mediate conflict, and/or contribute to others achieving their goals.  |
| 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: Self-Awareness:</b> Identify, understand and express personal thoughts and emotions in healthy ways</p> <p><b>T2: Self-Management:</b> Understand, reflect upon, and use strategies for managing thoughts, behaviors, and setting and monitoring goals</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:</b> Vocabulary: reflect, reaction, ownership, benefits, self-help, honesty, attitude</p> <ul style="list-style-type: none"> <li>Recognize and reflect on reactions and behavioral responses to situations and emotions (ex. able to process a behavioral event)</li> <li>Take ownership of emotional responses and behaviors (ex. apologizes, uses I-statements, accepts consequences)</li> <li>Identify healthy self-help strategies (ex. using problem solving, time management, self-advocacy, external sources such as a counselor, friend, or role model)</li> <li>Communicate personal thoughts, needs and emotions/feelings using appropriate language (ex. "I feel angry when..." or "I need help with my work")</li> <li>Identify possible triggers/stressors that impact personal emotions in order to preplan and influence healthy responses (ex. understand that a behavior results in a consequence)</li> </ul> <p><b>F2:</b> Vocabulary: outcomes, influence, success, failure, challenge, disappointment, growth mindset</p> <ul style="list-style-type: none"> <li>Identify and use strategies to manage emotions and stress in order to engage in self-care (ex. using calming techniques, positive self-talk, journaling, meditation)</li> <li>Demonstrate empathy in a variety of settings and situations by practicing effective communication (listening, reflecting, and responding)</li> <li>Acknowledge personal responsibilities and the impact of helping others (ex. help others solve problems)</li> <li>Establish criteria and prepare for personal and academic success (e.g. set long-term and short-term goals, recognize factors and personal habits that contribute to your success, recognize internal/external obstacles (could be personal habits) and ways to overcome those including seeking assistance)</li> <li>Reflect on successes, challenges, failures, and disappointments with a growth mindset (ex. understand their progress on a goal)</li> <li>Develop and practice self-regulation skills (to be calm and ready to learn) with guidance from adults (Guidance from adults include but are not limited to: modeling regulation, teaching deep breathing to slow the heart rate and oxygenate the brain, using rhythmic movement to calm, meeting basic needs such as hunger, thirst and sleep, and building, maintaining, and fostering safe relationships)</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  |