|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Understands Career Ed. Concepts** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Knows and understands self in relation to life and work career. | Criteria are not yet met. |   | Adequate understanding of values. Symbols in Coat-of-Arms have satisfied the criteria.  |   | Partially demonstrates understanding of values. Symbols in Coat-of-Arms are and meaningful.  |   | Fully demonstrates understanding of values. Symbols in Coat-of-Arms are readily identifiable and meaningful  |
| **Uses Career Planning Skills** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Explores personal growth and change, makes connections and engages in inquiry | Criteria are not yet met. |   | Quizzes are complete and results are explained. |   | Responses in Quizzes reflect understanding of self. Top 5 values clearly explained |   | Responses in Quizzes reflect deep understanding of self. Top 5 values clearly explained with connections made to life experience |

**Career 9: Assignment 1- Values**

**Career 9: Assignment 2- Employability Skills:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Understands Career Ed. Concepts** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Knows and understands self in relation to life and work career. | Meaning of Employability skills are not consistently interpreted correctly |   | Employability skills are interpreted, and some examples are used. |   | Employability skills are mostly interpreted correctly, and appropriate examples are used. |   | Employability skill are interpreted articulately, and examples tie into school life |
| **Uses Career Planning Skills** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Explores personal growth and change, makes connections and engages in inquiry | My “Start, Continue and Stop” plan is somewhat incomplete |   | My “Start, Continue and Stop” plan is complete but is not relevant to me, or does not use the skills identified in the quizzes. |   | My “Start, continue and stop” plan is complete and mostly relevant to me. Some of my plan relates to the skills identified in quizzes. |   | My “Start, Continue and Stop” activities are complete, relevant and relates to Employability skills I have identified in quizzes |

**Career 9: Assignment 3- Goals:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Understands Career Ed. Concepts** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Knows and understands self in relation to life and work career. | I need more help understanding goal setting.  |   | I can write SMART goals. I understand which areas of learning I could improve in, but do not related that to evidence. |   | I can write SMART goals for myself. I understand how factors affect my goal attainment. I understand how to identify my strengths using evidence |   | I can choose and write SMART goals for myself. I can identify factors affecting goal attainment and compare factors I can control with those that I can’t |
| **Uses Career Planning Skills** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Explores personal growth and change, makes connections and engages in inquiry | Criteria are not yet met, or some parts are incomplete. |   | All interview and responses are adequately complete. Some level 3 or 4 criteria are met. |   | Responses in interview questions demonstrate understanding of life-long learning. Learning goals are effective. Career Planning anticipation guide indicates an understanding of growth and change |   | Responses in interview questions are relevant and demonstrate gained experience. Learning goals are highly detailed and effective. Career Planning Anticipation Guide and Goals Chart indicate a thorough reflection and revision process. |

**Career 9: Assignment 4- Volunteerism:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Understands Career Ed. Concepts** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| Knows and understands self in relation to life and work career. | Criteria are not yet met, or some parts are incomplete. |   | Responses are complete.  |   | Volunteerism Survey questions are mostly correct and complete. Skills and abilities are identified. A volunteering plan is complete |   | Volunteerism Survey questions are correct and complete.Skills and abilities are identified and used to formulate a volunteering plan. |
| **Uses Career Planning Skills** | **1** | **1.5** |  | **2.5** | **3** | **3.5** | **4** |
| Explores personal growth and change, makes connections and engages in inquiry | Criteria are not yet met, or some parts are incomplete. |   | Abilities and interests quiz is completed and scored correctly, and there are some connections to a volunteer plan. |   | Abilities and interests identified in the quiz are connected to volunteer opportunities within the school.  |   | Volunteer plan shows a deep connection to overall career plan and personal interests. |