

# KNOW: ACP Self-Assessment Rubric

Initiating

Implementing

Institutionalized

## SELF-AWARENESS

### Middle School Students

- Take age-appropriate inventories and assessments to learn about personal strengths, work values, learning styles, beliefs, and interests.
- Identify the element of a SMART goal and the importance of goals for achievement and planning.
- Are engaged in extra- and co-curricular activities that provide experiences from which they learn about their skills, abilities, and interests.
- Set short and long-term goals based on their developing self-awareness.

### High School Students

- Take age-appropriate inventories and assessments to learn about personal strengths, work values, learning styles, beliefs, and interests.
- Are engaged in co- and extra-curricular activities that provide experiences from which to learn about their skills, abilities, and interests.
- Set short- and long-term SMART academic and career goals. Define the difference between different types of goals.

### Middle School Students

- Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests.
- Create SMART goals related to academic and career planning, define the purpose of goal setting, and access goal information at least annually to revisit and revise goals.

### High School Students

- Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories.
- Possess an understanding of who they are, including skills, interests, etc., and are able to reflect on this self-awareness and apply it to vision development, goal setting, and creating an ACP.
- Set short- and long-term SMART goals based on an understanding of individual strengths and weaknesses, and comprehend the purpose of goal setting.
- Revisit SMART personal, academic and career planning goal information regularly.

### Middle School Students

- Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences.
- Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.
- Revisit and revise personal, academic and career planning SMART goals information at least annually, to facilitate their transition to new schools and/or programs.

### High School Students

- Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers.
- Identify evidence as expressed in activities, experiences and success that related to the information identified in the age-appropriate inventories.
- Applies their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP.
- Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.
- Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.

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## FINANCIAL KNOWLEDGE

### Middle School Students

- Are provided instruction, experiences, and guidance for developing an understanding of relevant financial concepts.

### High School Students

- Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts, including components of Personal Financial Literacy such as:
  - Relating income to education
  - Money management
  - Credit and debt management
  - Planning, Saving, Investing
  - Becoming a critical consumer
  - Commercial and financial responsibility
  - Risk management; “Return on Investment”

### Middle School Students

- Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts.

### High School Students

- Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options.

### Middle School Students

- Create a mock budget for using income from a career of interest that addresses cost of living.

### High School Students

- Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices.
- Summarize how financial concepts relate to personal goals and vision for the future.

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## ACADEMIC AND CAREER PREPARATION

<p><b>Middle School Students</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to learn study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills</li> <li>• Have opportunities to engage in group work that requires collaboration and communication skills</li> <li>• Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.</li> <li>• Have opportunities to practice appropriate communication with different purposes/audiences.</li> </ul> <p><b>High School Students</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to learn study skills such as research processes, advanced time management, reflection on performance, and targeted skill building.</li> <li>• Have opportunities to engage in group work that requires collaboration and leadership skills</li> <li>• Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.</li> <li>• Have opportunities to practice appropriate communication with different purposes/audiences.</li> </ul>	<p><b>Middle School Students</b></p> <ul style="list-style-type: none"> <li>• Receive instruction in study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills</li> <li>• Receive instruction in effective collaboration and communication skills, including compromise and de-escalation.</li> <li>• Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.</li> <li>• Receive instruction in crafting appropriate communications with different purposes/audiences.</li> </ul> <p><b>High School Students</b></p> <ul style="list-style-type: none"> <li>• Receive instruction in study skills such as research processes, advanced time management, reflection on performance, and targeted skill building.</li> <li>• Receive instruction in effective collaboration, communication, and leadership skills, including giving and receiving constructive feedback, inclusion, and conflict resolution.</li> <li>• Have opportunities to engage in student-determined self-directed and group inquiry-based and problem-solving activities.</li> <li>• Receive instruction in crafting appropriate communications with different purposes/audiences.</li> </ul>	<p><b>Middle School Students</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in study skills is integrated throughout the curriculum.</li> <li>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li> <li>• Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</li> <li>• Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum</li> </ul> <p><b>High School Students</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in study skills is integrated throughout the curriculum.</li> <li>• Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum</li> <li>• Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</li> <li>• Instruction in crafting appropriate communications is integrated throughout the curriculum</li> </ul>
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