

Self Direction

Light = Job Shadow Expectations Mid = Internship Expectations Dark = Apprenticeship Expectations

Advanced

	Novice	Beginner	Competent	Proficient	Expert
Planning and Follow Through	Unable to identify what needs to be done	Identifies what needs to be done	Focuses on getting the job done	Develops plans and tools to ensure work will get done	Follows through on work and completes documentation
Effort	Puts forth very little effort	Puts forth minimum effort required	Tries hard to surpass expectations	Creates new challenges for self	Goes well beyond what is required and accepts new challenges
Initiative	Does not have strategies for beginning work	Waits to be told what to do before beginning work	Is able to begin work on own	Finds out what needs to be done and begins working	Finds out what needs to be done, does it, and can create new and relevant challenges for self
Setting Goals	Does not recognize the importance of goals	Prefers to have someone else set goals	Involved in setting own goals	Able to set own goals and defend them	Sets appropriate goals and evaluates whether they have been reached
Perseverance	Avoids challenging work	Attempts challenging work	Tries various methods to apply to challenging work	Seeks advice and strategies to apply to challenging work	Applies advice and strategies. Sees challenging work as an opportunity for growth

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Asking for Help	Doesn't ask for help; doesn't accept help	Accepts help, but wants helper to decide how to help	Asks for help when needed, but wants helper to decide how to help	Recognizes need for help on own terms, but does not advocate for self	Seeks out help from experts; seeks help on own terms; knows what he/she needs and advocates for self
Investment in Learning	Demonstrates little investment	Demonstrates cause/effect investment	Shows investment	Invests readily	Is fully invested
Responsibility for Learning	Believes teacher is responsible for learning; does not feel accountable	Prefers teacher-directed learning	Shares responsibility for learning	Views responsibility for learning as mutual between teacher and self; honestly accounts for own actions	Views self as stockholder in decision making
Choice of Learning Projects and Challenges	Chooses projects that are perceived to be easy and don't relate to learning goals	Chooses projects that relate to learning goals	Chooses projects that will contribute to self-improvement	Meets with teacher to plan projects that will challenge ability and expand learning	Takes responsibility for processes and outcomes of learning in ways that continually challenge and expand learning
Intrinsic Rewards	Chooses not to engage in learning, regardless of external or intrinsic rewards	Learns for the sake of external rewards	Begins to recognize intrinsic rewards	Is aware of the value of intrinsic rewards	Finds intrinsic rewards in all learning

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Honesty, Integrity & Courtesy	Does not demonstrate honesty, integrity or courtesy	Recognizes need for honesty, integrity and courtesy	Exhibits honesty, integrity and courtesy	Recognizes honesty, integrity and courtesy in others	Engages others with honesty, integrity and courtesy
Trust & Responsibility	Rarely demonstrates trust and responsibility	Begins to demonstrate limited trust and responsibility	Demonstrates trust and responsibility	Broadens trust of others and trustworthiness	Trusts others and is trustworthy
Strengths & Weaknesses	Has no concept of individual strengths and weaknesses	Begins to understand individual strengths and weaknesses, but cannot identify them in others	Begins to recognize strengths and weaknesses in self and others	Helps others with weaknesses and compliments strengths; addresses own weaknesses and builds	Appreciates the strength of community and how it may promote individual growth
Community Contribution	Avoids share of work	May contribute in some way to group work, using only own ideas	Begins to see self as contributing member of community	Initiates sharing of responsibilities and follows through on personal responsibilities	Takes responsibility for a share of the work, keeping the interest of the community in mind
Community Goals	Is resistant to community goals	Goes along with community goals	Offers suggestions toward community goals	Serves community enthusiastically when asked	Sees self as valued member of the community

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Value of Knowledge	Is uninterested in new things; is bored in and out of school	Is interested in ideas in one or a few areas; is bored by things outside of his/her own interests	Loves learning in one or a few areas; can find some interest in other areas	Finds interest in many different areas	Values knowledge for its own sake; loves learning new things; finds interest in everything
Question Making	Does not ask or form questions	Can use other people's questions to seek answers but does not form or ask his/her own questions	Uses other people's questions and forms his/her own questions in school	Forms new and original questions in school; begins to form questions outside of school	Constantly considers new and original questions about the world around him/her; actively seeks answers
Openness to New Ideas	Dismisses ideas that are unfamiliar or that contradict student's own experiences	Is open to some unfamiliar or contradictory ideas	Considers unfamiliar or contradictory ideas with an open mind	Considers unfamiliar or contradictory ideas with an open mind; compares and contrasts different viewpoints	Seeks out and explores new and contradictory ideas
Connection Making	Does not see a connection between topics	Begins to see connections between topics	Sees connections between topics	Sees connections between topics and begins to make connections to own life	Sees and looks for connections between topics; can find a way to connect any topic to his/her own life
Comfort with Complexity	Shuts down when questions can't be answered easily	Attempts to work through complex ideas, but gets frustrated easily	May get frustrated by complexity, but does not give up completely	Is comfortable with a complex challenge	Is inspired and excited by unanswered questions and complexity

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Quality Work	Doesn't understand why quality is important	Understands why quality work is important	Sees the connection between doing quality work inside and outside of school	Understands why it is important to always do best quality work	Understands and seeks quality in all work
Setting Standards	Does not understand assessment standards	Expects others to provide standards for work	Takes part in setting standards for own work	Is fully involved in setting expectations and standards for work	Can develop standards and assessments for work for self and others
Desire to Continuously Improve	Is satisfied with minimal effort	Makes improvements when asked	Identifies where improvements can be made	Understands that work can continually improve	Constantly reevaluates and makes improvements
Striving for Excellence	Shows no concern about work	Does work just to get it done, with no concern for quality	Does the best work possible on first effort	Revises work to improve it, using feedback	Strives for excellence, seeks and uses outside feedback for improvement

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Dealing with Others	Has difficulty treating others honestly and with respect	Treats others honestly and respectfully in face-to-face situations, and when authority is present	In most situations treats others with honesty and respect	Treats others with honesty, consideration and respect regardless of the situation	Treats others with honesty, consideration and respect in the face of adversity.
Reliance on Authority	Acts impulsively, regardless of the rules or what is right	Follows rules only when authority is present	Follow the rules even when authority is not present	Considers rules and boundaries when acting	Seeks to always do right as opposed to merely following rules
Demonstration of Values	Demonstrates no clear values, commitments, convictions or sense of purpose	Claims to have values, commitments, convictions and sense of purpose	Demonstrates, commitments, convictions, and sense of purpose, but does so inconsistently	Demonstrates commitments, convictions, and sense of purpose consistently	Demonstrates strong internalized values, commitment, convictions, and sense of purpose
Group Values	Puts own wants first	Does not consider others' needs except when reminded	Makes decisions considering the needs and opinions of others	Makes decisions that further the common good	Makes decisions that further the common good despite the opinion of others

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Working with Others	Is unable or unwilling to work with others	Is able to work only with friends	Makes an effort to work with friends as well as others	Works well with others as a team	Seeks opportunities to collaborate with others
Understanding the value of Collaboration	Does not understand the value of working together	Begins to see the value of working together	Understands the value of working together	Encourages people to work together	Encourages and helps people work together
Recognizing Strengths	Does not recognize own strengths or the strengths of others	Begins to recognize own strengths and strengths of others	Recognizes own strengths and the strengths of others	Contributes own strengths to help the group	Uses each person's strength to benefit the group
Sharing Ideas	Avoids conflicts and does not share ideas	Shares own ideas	Shares ideas and listens to other ideas	Is willing to combine ideas with others	Shares own opinion and encourages others to share their ideas

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Use of Strategies	Looks for convenient solutions, or is unaware of problem solving strategies	Is aware of and only uses one strategy	Understands that there is more than one strategy	Can identify multiple strategies	Uses prior knowledge to select best strategies: construct and employs effective strategies
Use of resources	Is unaware of resources and/or how to access them	Is minimally aware of resources and how to access them	Is aware of several resources and how to access them	Knows how to access multiple resources	Seeks out resources and uses previous knowledge and experience to construct multidimensional solutions
Seeking solutions	Doesn't seek solutions to a problem	Uses limited or haphazard solutions and/or doesn't seek other solutions	Uses limited resources to seek one solution	Uses resources to seek more than one solution	Values and creates a repertoire of a variety of potential solutions
Problem Recognition	Avoids difficult problems, doesn't see the problem, or can't define it	Sees the problem and is able to define it	Recognizes and can define some problem questions	Recognizes and defines problem questions	Seeks, defines, and explores the major issues of a problem
Finding Solutions	Proceeds to quick solutions without much thought	Proceeds to solutions with minimal exploration of resources	Proceeds to solutions using limited variety of resources	Proceeds to solution after exploring options	Experiments with a variety of solutions and perspectives and thoughtfully selects the best

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Understanding the Reason for Decisions	Believes that the majority wins	Recognizes the need for a decision but lacks confidence in making it	Recognizes the need and purpose for a decision	Evaluates options and chooses the one most likely to achieve results	Encourages others to understand the need for a decision-making process
Responsibility for Decisions	Does not take responsibility for decisions	Remains separate from the decision-making process	Is unlikely to defend own opinion	Takes some responsibility for decisions	Takes responsibility for decisions and encourages others to do the same
The Decision-Making Process	Wants others to make the decisions	Reaches decisions in a random way	Has a strategy for making decisions	Looks at different strategies for making a decision	Chooses appropriate decision-making strategy for task at hand
Decisions and Consequences	Does not understand the results or consequences of a decision	Seeks advice but does not follow through	Changes her/his decision to avoid consequences or conflicts	Understands the reasons for and accepts consequences of his/her decisions	Encourages others to understand reasons for decisions and his/her consequences

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Distinguishing Fact from Opinion	Does not know how to distinguish fact from opinion	May confuse fact and opinion	Focuses on techniques to distinguish fact from opinion	Has a clear understanding of the distinction between fact and opinion	Freely uses both facts and opinions when communicating thoughts and makes a distinction between the two
Deduction	Jumps to conclusions	Comes to conclusions without asking clarifying questions	Asks clarifying questions when making conclusions	Analyzes soundness of information and continues to question for clarity	Makes conclusions based on relevant questions and sound information
Reasoning	Does not understand the reason why something happens	Views only part of the whole situation	Takes a position and changes position when reasons make sense	Analyzes reasons and chooses the best reasons for reaching a conclusion	Seeks reasons and strives to be well-informed; looks at the big picture
Sources & Citation	Does not know how to use sources	Accepts only one source	Chooses appropriate resources and can support those choices	Distinguishes the credibility of various resources	Uses multiple, credible resources only; accurately credits sources; justifies choices
Cause & Effect	Does not recognize cause and effect relationships	Begins to understand cause and effect, but not their relationship	Understands how cause and effect are connected	Examines causes and considers effects on conclusions	Analyzes cause and effect for specific improvements

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Connecting Ideas	Doesn't know that ideas can be connected	Does not see how ideas can be connected	Is aware that different ideas can be related	Makes connections between different ideas	Integrates seemingly unrelated ideas
Recognizing Ideas	Can not identify ideas	Recognizes standard ideas	Uses tools to explore ideas	Recognizes conventional ideas and identifies alternatives	Challenges known ideas
Building on Ideas	Uses the same ideas without making any changes	Uses a new idea, but is uncomfortable with it	Beginning to combine old ideas into new ideas	Expands existing ideas, focuses on original and effective products	Synthesizes old ideas into fresh approaches
Expanding Existing Ideas	Avoids ideas that seem different	Uses only familiar ideas	Looks to use familiar ideas in unusual ways	Expands existing ideas	Creates new ideas
Connecting Ideas to Media	Is unaware of different media	Uses one type of media	Uses media that is appropriate to express ideas	May explore alternative media for expressing ideas with audience in mind	Seeks opportunities for alternative or mixed media

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Clarity	Makes inaccurate assumptions	May misinterpret what others say; doesn't check to see if he/she is understood	Asks questions to check understanding	Restates and asks questions to check understanding, as well as to check to see if he/she is understood	Restates with accuracy and asks questions to clarify intent as well as content
Respect and Advocacy	Does not speak up about own opinions; does not care about ideas shared by others	Speaks briefly about own opinions; listens to some of what others have to say	Speaks about own opinions with honesty and some clarity; listens to others with respect	Speaks about own opinions with honesty and clarity and asks for feedback; listens respectfully	Speaks about own opinions with honesty and clarity; asks for and responds to feedback; balances advocacy with inquiry
Awareness of Audience	Does not consider audience for speaking or writing	Begins to recognize different audiences	Recognizes different audiences and begins to adjust communication to their needs	Can adjust communication for a wide range of audiences	Adjusts communication effectively for a wide range of audiences; interacts with the audience
Visual/ Graphic Presentation	Does not make use of graphic representation	Can use graphic representation in a simple way	Uses graphic forms that clearly express basic ideas	Uses meaningful graphic forms that are relevant to the project	Uses graphic forms with layers of complexity; uses graphics appropriately
Creative (Visual, Musical, Dramatic)	Does not express ideas in ways other than speaking & writing	Begins to experiment with one or two new methods of creative communication	Experiments with several methods of creative communication	Has found one or more methods of communication that suits his/her strengths	Integrates methods of communication; communicates innovatively

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Use of organizational tools	Has no idea how to organize task	Begins to develop a plan for being organized	Makes use of tools to stay organized	Makes good use of organizational tools as an aid	Uses organizational tools, and continually checks to see if anything needs to be changed
Practicality	Method of organization detracts or misleads from the purpose	Methods of organization does not add to the purpose	Method of organization suits the purpose	Method of organization adds depth or clarity to the purpose	Method of organization brings new meaning to the purpose and leads to insight or new connections
Usability	Method of organization is useless to others	Method of organization is difficult for others to use without some help	Method of organization is useful to others	Organized information is easily accessible and quickly found by others	Others look to the organization as a model for their work
Categorization	Has no or poor categorization	Uses some categorization	Uses a variety of types of categorizations	Has multiple levels of categorization	Uses categories that are original, creative and highly appropriate

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Time Management	Doesn't complete task on time	Waits until last minute to do important work	Completes tasks on time	Makes progress at a steady rate throughout work	Manages time very well in completing task
Responsibility	Avoids responsibility	Takes minimal responsibility	Takes responsibility for own part	Encourages others to share responsibility	Recognizes that responsibility requires commitment
Planning	Doesn't understand what needs to be done	Sees what needs to be done	Takes an active part in planning	Knows what needs to be done and assigns people to do it	Shows understanding of how to manage a group to accomplish a task
Project Management	Doesn't know how to make a plan	Knows how to make a general plan	Knows what the steps are for planning and how to use them	Sets goal(s), identifies steps to goals, and establishes timeline.	Sets goal(s), plans backwards, and prioritizes steps to meeting goal(s).

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Conflict Resolution	Avoids or creates conflict and problems	Is uncomfortable with conflicts and problems	Sees resolution of problems and conflict as a necessary part of leadership role	Understands and can explain conflicts and moves toward resolution	Openly and constructively deals with problems and conflicts
Challenging Self & Others	Does not challenge self	Will only challenge self when necessary	Challenges self and others	Strives to positively challenge self and others	Positively challenges self and others in all situations
Use of Talents	Doesn't appreciate what others can do	Knows what is needed to work with others but doesn't want to cooperate	Begins to understand how to use other people's strengths	Knows how to get people to work together and work through problems	Appreciates what others can do and lets them know it
Group Productivity	Accepts and assigns tasks randomly or takes on all responsibility	Takes on majority of the responsibility and/or assigns tasks to others with little thought	Identifies individual responsibilities	Clarifies individual strengths and assigns responsibilities to the group	Builds connections between people and tasks; promotes individual responsibility
Assessing Needs of Group	Has no concept of what the group needs	Can articulate some basic needs of the group	Can articulate the basic needs of a group and come up with possible solutions	Can identify the needs of a group and come up with positive solutions	Continuously assesses the needs of a group and creates solutions that benefit the group

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Advanced

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Questioning	Relies on adults to state questions with readily identifiable answers	Relies on adults to state questions about topics	Identifies questions about a topic and works with adult to focus on issues and problems of that topic	Develops essential questions to guide exploration of a topic or issue	Identifies primary and secondary questions, improving them as information is explored
Gathering	Relies on adults to provide sources	Wanders from source to source without questioning which source will be most helpful	Selects sources with mixed success	Selects relevant sources independently	Selects high quality relevant sources independently and efficiently
Recording	Loses track of important information, does not record source information	Collects information, copying information with limited bibliographic record	Collects information with some degree of organization, copying from sources, and recording bibliographic information	Collects and organizes information, paraphrasing and including bibliographic information and quotation sources	Collects and organizes information for retrieval independently, identifying paraphrasing and quotation, with bibliographic documentation
Processing	Information is scattered, with no organization	Leaves information as gathered	Creates partial organization of information	Organizes information in a personally meaningful structure	Creates an organizing structure for information with a coherent and clear focus
Producing	Shares the work or thoughts of others	Reaches a hasty conclusion	Analyzes information with regard to the original problem or issue	Provides an insightful analysis based on personal reflection of information	Analyzes and synthesizes information to create an effective, original response to the question, problem and/or issue

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Responsible Use	Exhibits irresponsible use of technology	Attempts to use technology responsibly, but is not always aware of ethical use	Demonstrates responsible use of technology	Demonstrates responsible use of technology, and is able to state reasons for choices	Advocates for legal and ethical behaviors among others regarding the use of technology
Application	Uses technology tools only when told to	Uses technology tools for specific tasks	Selects and uses technology tools to effectively meet personal needs	Selects and applies technology tools to effectively meet a variety of needs	Evaluates, selects and applies technology tools to effectively and efficiently meet needs for collaboration, research, publication, communications, and productivity
Systems	Is not aware of relationships between parts or of parts to the whole.	Is aware of how interrelated parts relate to each other and to the whole.	Knows how various systems work and can operate effectively with them.	Distinguishes trends, predicts impacts, diagnoses and corrects problems	Suggests modifications to existing systems and develops new or alternative systems to improve performance
Selection	Prefers to not use technology systems, resources, and services	Uses technology systems, resources, and services as available	Makes informed choices among technology systems, resources, and services	Evaluates technology systems, resources, and services for specific needs	Evaluates and tailors technology systems, resources, and services to meet specific needs
Collaboration	Does not use technology for collaboration	Uses technology to share information	Collaborates with others by using technology to compile, produce and distribute information	Collaborates with peers and others by using technology to compile, synthesize, produce, and distribute information and other creative works	Collaborates with peers, experts, and others by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works