|  |  |  |  |
| --- | --- | --- | --- |
| PWR: Success Criteria | Evidence of Meeting | Student Work | Add your initials here to claim your column for sharing |
|  |  |  |  |
| Career Literacy: Articulates the differences between jobs, occupations, and careers and the impact this might have on one’s career satisfaction | Proposal shows that I pursue opportunities to engage in and learn about my interests | A |  |  |  |  |
| B |  |  |  |  |
| C |  |  |  |  |
| D |  |  |  |  |
| Career Literacy: Identifies and articulates potentially hidden interests or passions, values, and tendencies; makes connections to perceived options, and versions of a possible future self | Proposal shows that I recognize my personal characteristics, preferences, thoughts and strengths | A |  |  |  |  |
| B |  |  |  |  |
| C |  |  |  |  |
| D |  |  |  |  |
| Communication: Explains a clear and specific perspective on a situation, event, issue, or phenomenon | Synthesizes multiple sources to demonstrate understanding of the topic | A |  |  |  |  |
| B |  |  |  |  |
| C |  |  |  |  |
| D |  |  |  |  |
| Inquiry and Analysis: Asks complex questions (e.g. the answers to which require consideration of multiple sources and/or parameters) | Includes a self-generated research question that is not too broad or narrow | A |  |  |  |  |
| B |  |  |  |  |
| C |  |  |  |  |
| D |  |  |  |  |
| Task and Time Management: Sets goals and predicts obstacles; creates a scope & sequence to overcome obstacles achieve goals | Proposal shows that I apply knowledge to set goals, make informed decisions and transfer to new contexts | A |  |  |  |  |
| B |  |  |  |  |
| C |  |  |  |  |
| D |  |  |  |  |