

# GUIDANCE ESSENTIAL STANDARDS PROFICIENCY GRID (Revised April 1, 2010)

**Readiness/Exploratory/Discovery** – Explored and sporadically demonstrated

**Early Emergent/Emergent** – Occasionally demonstrated by acquiring and integrating knowledge through application

**Progressing** – Frequently demonstrated by extending and refining learning through analysis

**Early Independent** – Occasionally demonstrated by synthesizing and evaluating knowledge meaningfully

**Independent** – Consistently demonstrated by synthesizing and evaluating knowledge

STRANDS	STRATEGIES	Readiness/Exploratory/Discovery	Early Emergent/Emergent	Progressing	Early Independent	Independent
SOCIO-EMOTIONAL	Intrapersonal	I can understand the relationships among rules, safety, and the protection of individual rights. I can identify strategies that can be used to control emotions, feelings, and moods.	I can understand differences between appropriate and inappropriate physical contact. I can use self-control strategies in difficult situations.	I can understand how to set boundaries that maintain personal rights and privacy. I can use self-determination strategies to build independence (e.g., work habits, personal productivity, and leadership).	I can predict the likely impact of personal responsibility on self and others. I can use strategies that solve identified problems and lead to reasonable, defensible decisions.	I can evaluate decisions in terms of whether they enhance personal efficacy, while protecting the rights of others. I can use coping strategies to manage difficult situations effectively.
	Interpersonal	I can compare people in terms of both similarities and differences. I can identify behaviors that support positive relationship building (e.g., managing impulsivity, being adaptable and flexible).	I can compare myself with others in terms of similarities and differences. I can understand the importance of following rules in order to build and sustain relationships.	I can understand how comparing myself with others can increase self-understanding. I can understand how to use similarities and differences among people to build and sustain relationships.	I can use behaviors that demonstrate respect for individual and cultural differences. I can understand the importance of dependability, initiative, and productivity in building and sustaining relationships in school, at home, and at work.	I can evaluate situational behaviors in terms of whether they would likely promote positive or negative relationships. I can use self-direction, initiative, and self-control to build and sustain positive interpersonal behaviors.
	Communication	I can understand the major components of effective communication: speaking, listening, and nonverbal behaviors. I can use clear oral and written communication to share ideas and information with others.	I can use appropriate resources to gather information needed to aid and support communication. I can use communication strategies that incorporate gathered information and are appropriate for particular audiences.	I can explain how body language and expressions affect interpersonal relationships. I can use communication strategies that build and sustain diverse relationships.	I can analyze situations in terms of the communication strategies that would be most appropriate. I can use conflict management strategies to achieve desired results.	I can evaluate the effectiveness of communication strategies based on audience responses and reactions. I can use responsible risk-taking communication strategies, both written and verbal, to meet the demands of a changing society.
COGNITIVE	Creative Thinking	I can understand how to form categories based on the attributes of objects (e.g., shape, color, texture). I can understand the meaning and importance of opposites and antonyms.	Under Construction-Available in Draft 2.0	Under Construction-Available in Draft 2.0	I can use multiple strategies to achieve a desired result. I can understand the impact of biases and assumptions on creative thinking.	I can monitor my thinking using past experiences, questions, and data, making adjustments as necessary. I can analyze a variety of problems and situations in order to develop possible solution strategies and outcomes for each.
	Analytical Thinking	I can identify patterns in objects, people, behaviors, and careers. I can understand how and when peer pressure influences personal decisions.	I can use appropriate strategies to locate relevant academic, social, personal, and career information. I can use time and task management strategies to improve academic achievement.	I can analyze projects in terms of a sequence of steps that facilitate their completion. I can classify outcomes in terms of whether they are likely to have positive or negative unintended consequences.	I can evaluate the feasibility and likely effectiveness of possible outcomes using a variety of analytic strategies. I can use decision-making strategies for career planning, course selection, and career transitions.	I can compare analytical strategies across subject areas (e.g., the scientific method vs. deductive reasoning). I can use analytic strategies to achieve academic, personal, social, and professional goals.