



Developmental Table of POP Competencies

C1 Carries out a process of exploration			C2 Contemplates his/her learning and work possibilities		
Expert			Novice		
	5	4	3	2	1
Relevant Planning	Pays particular attention to aligning all elements of planning. Always keeps purpose and goals in mind. Considers a wide range of fields of interest including those that are unfamiliar. Uses a broad repertoire of strategies to accurately plan the exploration process and record precise details. Compares planning with classmates and adjusts to improve quality and effectiveness of the overall plan. Anticipates changes as needed.	Usually plans with his/her goals and exploration purpose in mind. Mobilizes a variety of strategies to plan explorations of known and some less familiar fields of interest. Consistently plans the career exploration process and keeps clear records. Adjusts plan by taking into account comments gathered during discussions with classmates and teacher.	Plans the steps of his/her career exploration process with some of his/her goals and a general exploration purpose in mind. S/he is moderately effective in mobilizing some strategies to plan the exploration of familiar and a few less familiar fields of interest. During planning the student keeps sufficient records. Improves his/her plan based on specific feedback from classmates and teacher.	Sometimes formulates his/her goals for the career exploration process. With support, the student uses a few strategies to plan according to suggested fields of interest. S/he keeps a brief record of the plan. When prompted and supported by classmates or the teacher, s/he revisits the plan and makes minor adjustments.	With prompting and continuous support from others, determines a field of interest and a few resources to use. S/he considers one or two strategies to use for an exploration. Keeps minimal records of these ideas.
Effective implementation of a career exploration process	Uses a broad repertoire of exploratory strategies and many relevant and accurate sources of information to form an interesting and complex picture of the occupations and trades explored. Is highly effective in adjusting the exploration process (planning, purpose, steps) according to relevance of discoveries and consultation with classmates. Keeps accurate on-going records and uses a variety of research strategies to cross-reference information against many different sources for accuracy and quality of details.	Uses many exploratory strategies and sources of information to form an accurate and detailed picture of the occupations or trades explored. Effectively adjusts the exploration process (planning, purpose of the exploration, steps) according to discoveries and consultation with classmates. Records specific, detailed information and consistently checks for the quality, precision and validation of these details against different sources.	Uses several exploratory strategies and sources of information to form a clear picture of the occupations or trades explored. When adjustments are needed s/he discusses with classmates and willingly tries new exploratory strategies along with some that are familiar and readily accessible. Keeps adequate records and usually uses a few research strategies to validate and verify accuracy of the information.	Uses a few exploratory strategies and information found in familiar sources to explore and form a general picture of familiar fields of interest. With prompts and support from teacher and classmates, carries out a few steps of an exploration process and makes changes when suggested. Keeps minimal records and with support and prompting occasionally uses familiar strategies to track and validate some of the information gathered.	With constant support undertakes one or two steps of the exploration process and selects a few sources of information to form a vague picture of the occupations or trades considered. Uses a framework provided by the teacher to record information and occasionally checks validity of information against one source.
Relevant reflection	Carries out a process of on-going reflection and a thorough evaluation of each phase of his/her exploration process in relation to personal goals and purpose of the exploration. Consistently and expertly makes connections between personal qualities, aspirations, self-esteem and discoveries, and the detailed requirements of a wide diversity of learning and work possibilities. Accurately reevaluates his/her personal qualities and goals, and appropriately communicates and discusses his/her assessment of the explorations and reflections to validate and deepen learning. Reflects on how to improve the overall process and reinvest learning in new situations. Takes a global view of personal, cultural and socioeconomic factors when considering and comparing possible career paths. Demonstrates evidence of how/why s/he arrived at judgments made.	Carries out a complete reflection and a good analysis of his/her exploration process in relation to personal goals and purpose of the exploration. Appropriately explains substantial links between his/her personal goals, aspirations, self-esteem, learning and specific requirements of various fields of interest. Confidently reevaluates his/her personal qualities and goals in light of discoveries, formulates relevant questions and turns to others to deepen the meaning of reflections. Evaluates what went well and what didn't to identify learning to reinvest in new situations. Takes numerous personal, cultural and socioeconomic factors into account when visualizing and comparing a variety of possible career paths. Provides evidence that supports the possibilities considered and judgments made.	Records reflections and identifies the main qualities of the exploration process in relation to personal goals and purpose of the exploration. Is effective in explaining links and drawing conclusions between requirements of chosen fields of interest, and personal qualities and aspirations. Reevaluates his/her personal goals in light of discoveries made and seeks feedback from others. Considers learning that is relevant and how s/he intends to reinvest it in new situations. Identifies and compares several learning and work possibilities in relation to numerous socioeconomic and cultural factors. Keeps records of discoveries to justify an adequate selection of learning and work possibilities.	With support and prompting, identifies the main steps of his/her exploration process in relation to personal goals and purpose of the exploration. With guiding questions and support, considers some information gathered in relation to his/her interests and abilities. At the teacher's suggestion, thinks about his/her personal goals and findings, and appropriately consults trusted others to understand more about him/herself. With prompting, considers a limited number of socioeconomic and cultural factors when picturing a few comfortable and familiar learning and work possibilities. Uses a framework to minimally explain and justify connections between his/her personal qualities, learning and work possibilities.	With constant help, can identify a few personal goals relating to the purpose of the exploration. In simple language/format and with assistance, the student can articulate a few of his/her interests and abilities in relation to discoveries made. With suggestions and support from the teacher, s/he consults trusted others. Occasionally considers one or two socioeconomic and cultural factors when envisioning a learning/work possibility. Draws vague conclusions between his/her interests/abilities and learning/work possibilities.