

	5	4	3	2	1
CLARITY OF THE PLANNING	Always keeps in mind the purpose and goal of the career exploration process and compares his/her process to those of classmates to make necessary adjustments to improve the quality and effectiveness of the overall plan. Particular attention is given to aligning all elements of planning.	Consistently plans the career exploration process in clear precise written records and adjusts plan by taking into account comments gathered during discussions with classmates and teacher. The student's plan is in line with his/her goals and interests.	Usually plans the steps of his/her career exploration process keeping in mind his/her goals. The student improves his/her plan based on specific feedback from classmates and teacher. Keeps sufficient records of the planning process.	Sometimes formulates his/her goals for the career exploration process and plans according to suggested fields of interests. S/he keeps a brief record of the plan and revisits and makes minor adjustments to the plan when prompted and supported by classmates or the teacher.	Begins to understand what it means to formulate a plan with continuous support and suggestions from others. If prompted, determines a field of interest to explore and resources to use. Keeps limited records of the plan.
DIVERSITY OF EXPLORATORY STRATEGIES	Uses a broad repertoire of exploratory strategies and finds information beyond that which is required for the exploration process. Is always ready to explore a wide range of fields of interest. Is highly effective in adjusting exploration process (planning, purpose of the exploration, steps) according to discoveries and uses many relevant and accurate sources of information to form an interesting and complex picture of the occupations or trades explored.	Uses less familiar or new exploratory strategies and adjusts them according to his/her purpose and goal. Mobilizes a variety of exploratory strategies to carry out the process and explores both known and less familiar fields of interest. Is effective in adjusting exploration processes (planning, purpose of the exploration, steps) according to discoveries. Uses many sources of information to form an accurate and detailed picture of the occupations or trades explored.	Uses some familiar and accessible exploratory strategies and shows a willingness to try new strategies. With the help of a resource person (teacher, professional, family member, peer), is moderately effective in exploring less familiar fields of interest. Uses several sources of information to form a clear picture of the occupations or trades explored.	Uses a few exploratory strategies and selects information found in familiar resources. With frequent prompts and support, plans and carries out the steps of his/her exploration process with a minimum degree of effectiveness. Uses some sources of information to form a general picture of the occupations or trades explored. Explores in fields of interest with which s/he is familiar.	Uses a framework provided by the teacher to reproduce information. With constant support, undertakes some steps of the exploration process and finds information using different sources. With help from classmates or the teacher, selects a few sources of information to form a vague picture of the occupations or trades explored.
VALIDATION OF THE INFORMATION	Keeps on-going records of information gathered during the career exploration process, constantly checking the accuracy and quality of the details against many different sources. Uses a variety of research strategies to cross-reference information.	Records specific, detailed information regarding his/her career exploration process and consistently checks the quality and precision of these details against different sources. Uses research strategies to validate information gathered.	Keeps good records of his/her career exploration process and usually verifies the accuracy of the information against a sufficient number of sources. Uses a few research strategies to validate information.	Keeps general records of his/her career exploration process and with support and prompting, verifies the validity of some of the information gathered. Uses familiar research strategies (i.e. check-lists) to keep track of information.	Keeps vague notes on the information gathered during the career exploration process. With constant support and prompting, will check the validity of the information gathered against one source.
CONSISTENCY OF THE PROCESS	Carries out a thorough evaluation of his/her career exploration process in relation to purpose and goals and continuously reflects on how s/he can improve the overall process and build on this prior knowledge for next time.	Carries out a good analysis of his/her career exploration process in relation to purpose and goals and evaluates what went well and what did not work as well. Is able to reinvest this learning for the next time.	With some guidance, identifies the main qualities of his/her career exploration process and how they relate to purpose and goals. When asked, can explain how s/he intends to reinvest this learning for next time.	With support from classmates and the teacher, student can identify the main steps of his/her career exploration process. With prompting questions and support, student can give simple reasons why these steps were taken in relation to his/her purpose and goals.	With constant support, student can identify a few of the steps in his/her career exploration process. Has difficulty understanding how his/her interests are related to the career exploration process.

Evaluation of student's competency development | REMINDERS

- In POP students are required to complete **3-8** explorations which begin and end, not according to the term, but according to the exploration being undertaken.
- The developmental continuum above, features are highlighted when you observe behaviour occurring **CONSISTENTLY, OVER A PERIOD OF TIME, and IN A VARIETY OF SITUATIONS.**

TEACHER OBSERVATIONS

	Field of Interest	Observations...	To work on next...
Exploration 1 			
Exploration 2 			
Exploration 3 			
Exploration 4 			
Exploration 5 			
Exploration 6 			
Exploration 7 			
Exploration 8 			