Advisories will be graded as all other credit bearing courses at PMHS where students are required to demonstrate mastery of each competency. This is demonstrated by scoring at least proficient on each competency. Proficient will be identified for each grade level as follows:

|  |
| --- |
| Gd. 9 – 2.5 |

Students will understand that developing and activating an informed plan about college and or career is a key component of post-graduate success.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | **Substantially Below**  **Expectations** | **Approaching Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **#** | **1** | **2** | **3** | **4** |
|  | I can…   Understand how multiple intelligences are important to my learning.   Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends, and/or neighbors and share that information with classmates.   Understand that I have skills and abilities that may or may not fulfill the needs of a potential job. | I can…   Complete a multiple intelligences survey.   Explore the educational requirements of a variety of career paths using a range of resources (Career Cruising, College Board, etc.) to gather information about careers.   Identify skills and abilities I have that may or may not fulfill the needs of a potential job. | I can…   Reflect upon my multiple intelligences.   Identify potential college and career paths.       Identify skills needed for potential career paths. | I can…   Develop strategies specific to my multiple intelligences.   Create SMART Goal(s) for reaching potential college and career paths.   Create a plan to develop skills for reaching potential career goal. |

Students will demonstrate the characteristics and behaviors necessary for success in school, work, and everyday settings.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | **Substantially Below**  **Expectations** | **Approaching Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **#** | **1** | **2** | **3** | **4** |
|  | I can…   Demonstrate basic skills in working cooperatively/ collaboratively with others.   Actively listen to adult feedback, and be open to adapting my opinions.   Explain why tolerant and respectful behavior is important.   Demonstrate an understanding of how likes, dislikes, interests, abilities, and skills relate to identifying personal and academic SMART Goals. | I can…   Work toward a common goal as a member of a group for the greater good.   Demonstrate the ability to make changes based on adult feedback.   Identify strategies to be tolerant and respectful of myself and others.   Make and set SMART Goals for academics and personal life. | I can…   Demonstrate the ability to support the leadership of a group.   Demonstrate the ability to provide feedback to peers and adults.   Demonstrate tolerance and respect of self and others.   Reflect upon SMART Goals for academic and personal life. | I can…   Demonstrate the ability to lead a group.   Demonstrate the ability to respond to feedback from a variety of perspectives.   Encourage peers to be tolerant and respectful of others.   Identify next steps or actions for achieving SMART Goals and solving problems based on reflection. |

Students will understand that the continuous acquisition of skills and knowledge contribute to being an effective learner.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | **Substantially Below**  **Expectations** | **Approaching Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **#** | **1** | **2** | **3** | **4** |
|  | I can…   Self-monitor progress in achievement of tasks by setting time limits.   Identify how my personal and academic strengths and weaknesses impact my learning.   Understand the importance of time/task management tools for managing my daily activities. | I can…   Utilize my PLP for keeping track of progress and goals, and adjust priorities as needed.   Communicate how my personal and academic strengths and weaknesses affect my academic needs   With assistance, regularly utilize a time/task management tool to manage my daily responsibilities. | I can…   Actively monitor and revise my PLP for keeping track of progress and goals and adjust priorities as needed.   Evaluate how my personal and academic strengths and weaknesses affect my academic needs.   With minimal assistance, regularly utilize a time/task management tool to manage my daily responsibilities. | I can…   Use my PLP to determine and address areas of concern (ie. gap analysis, community service hours).   Develop SMART Goal(s) to maximize academic success based on my individual strengths and weaknesses.   Independently utilize a time/task management tool to manage my daily responsibilities. |

Students will demonstrate the ability to be an engaged and responsible member of their community.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | **Substantially Below**  **Expectations** | **Approaching Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **#** | **1** | **2** | **3** | **4** |
|  | I can…   Identify my rights and responsibilities as a member of my communities.   Explain my role in my communities.   Accept the differences between individuals. | I can…   Recognize that everyone has rights and responsibilities as members of a community.   Understand how my decisions and actions impact my communities.   Respect individual differences among individuals. | I can…   Exercise my rights and fulfill my responsibilities by taking actions that contribute to my communities.   Make decisions and take actions that positively impact my communities.   Explain the role of diversity (ethnicity, socioeconomic, etc.) in your communities. | I can…   Use and apply a purposeful and thoughtful process in exercising my rights in a beneficial way.   Reflect on outcomes of decisions and actions that made a positive impact on my communities.   Give examples of diversity (ethnicity, socioeconomic, etc.) in your communities. |

Students will demonstrate the ability to articulate academic, personal, and social growth, as well as post-graduate goals, at a Student-Led Conference.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | **Substantially Below**  **Expectations** | **Approaching Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **#** | **1** | **2** | **3** | **4** |
|  | I can…   Invite guests to my SLC. My Advisor needs to acquire and confirm dates and times with all attendees.   Develop a portfolio that contains evidence to support progress toward SMART Goals and mastery of course competencies.   Minimally convey information independently. | I can…   Invite guests and acquire potential dates and times for my SLC. My advisor will confirm the date and time with all attendees.   Develop an organized portfolio that contains multiple pieces of evidence to support progress toward SMART Goals and mastery of course competencies.   Display appropriate speaking skills in either the prepared part of the presentation or the question/answer period. | I can…   Make and confirm necessary arrangements (date, time, and attendees) for my SLC with support from my advisor.   Develop a well-organized portfolio that contains evidence and thoughtful reflections that clearly connect to my SMART Goals and mastery of course competencies.   Display appropriate speaking skills in both the prepared part of the SLC and the question/answer period. This includes eye contact, speaking clearly, and effective use of visual aids. | I can…   Make and confirm necessary arrangements for my SLC.   Develop the “Who Am I?” tab of the PLP independently by gathering evidence and artifacts.   The student takes the lead role in their SLC. This includes making introductions, reviewing SLC expectations, and following the SLC agenda. |