

ACT Behavioral Performance Level Descriptors



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Contents

Introduction	1
Elementary School	2
Acting Honestly	3
Getting Along with Others	7
Keeping an Open Mind	18
Maintaining Composure	26
Socializing with Others.....	30
Sustaining Effort.....	35
Middle School.....	47
Acting Honestly	48
Getting Along with Others	52
Keeping an Open Mind	63
Maintaining Composure	71
Socializing with Others.....	75
Sustaining Effort.....	80
High School.....	96
Acting Honestly	97
Getting Along with Others	101
Keeping an Open Mind	113
Maintaining Composure	121
Socializing with Others.....	125
Sustaining Effort.....	131
Postsecondary.....	147
Acting Honestly	148
Getting Along with Others	152
Keeping an Open Mind	164
Maintaining Composure	172
Socializing with Others.....	176
Sustaining Effort.....	182
Workforce	198
Acting Honestly	199
Getting Along with Others	203
Keeping an Open Mind	215
Maintaining Composure	223
Socializing with Others.....	227
Sustaining Effort.....	233
References	249

Introduction

The ACT Behavioral Performance Level Descriptors (PLDs) were developed as part of a larger initiative to describe what students and employees need to know and be able, and willing, to do in order to achieve college and career success. The descriptions reach across four broad domains: Behavioral Skills (included here), Core Academic Skills, Cross Cutting Capabilities, and Education and Career Navigation Skills. Together, these four domains represent ACT's holistic approach to education and work readiness.

The Behavioral Skills framework provides the structure for PLDs and this structure provides the organization for the current document. Briefly, this framework is organized according to six broad dimensions, with each dimension divided into components and each component further divided into subcomponents. The content in this framework can inform the creation of behavioral standards or benchmarks, assessments, and intervention programs. More details as well as definitions of all of these can be found in the ACT white paper *Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success* (Camara, W. [ed.], 2015).

In this document, the PLDs are arranged by developmental level and include elementary school, middle school, high school, postsecondary, and workforce descriptors. Within each developmental group, the PLDs provide all subcomponents and are organized by level of effectiveness: Highly Effective, Effective, Somewhat Effective, and Not Effective. The objective is to represent the content and range of behaviors within each subcomponent. The mean effectiveness rating for each effectiveness level is included in parentheses after the level title (e.g., "Highly Effective (7.50)"). Effectiveness was rated on an eight-point scale by subject matter experts (SMEs) appropriate for the age group (e.g., elementary school teachers rated the elementary PLDs), where higher ratings indicated more effective behavior. Details on the number of SMEs and descriptive statistics of their effective ratings and reliability are provided in separate introductions for each age group of PLDs. The number of statements within each level varies by subcomponent. This is due partly to the number of statements that were initially generated, and partly due to the number of statements that were deleted during the review process. As a result, some of the effectiveness levels for some of the subcomponents currently include only one or two statements.

Elementary School

Development of the Elementary School descriptors involved drafting an initial pool of 584 statements, based on material provided during workshops conducted with third- through fifth-grade teachers. Once these were drafted, a separate group of 35 sixth-grade teachers with at least three years of teaching experience rated the behavioral statements in terms of effectiveness for successfully transitioning from elementary to middle school. Descriptive statistics were generated for each statement (mean, standard deviation/error of measurement, r_{wg}), and statements with $SEM > .30$ and $r_{wg} < .66$ were generally eliminated. For a small number of cases (especially where there was initially a small number of statements for an effectiveness level within a subcomponent), statements with r_{wg} statistics above .6 were kept as long as the SEM was below .3. Other statements were deleted based on content redundancies within an effectiveness level or mean effectiveness ratings that did not fit well into one of the four effectiveness levels. At the end of the review process, 81 statements were deleted, resulting in a final number of 503 Performance Level Descriptors for Elementary School.

Acting Honestly

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Truthfulness—Interacts with others in a straightforward, open, and truthful manner.
Performance Level Descriptors for Truthfulness	
Highly Effective (7.28)	<ul style="list-style-type: none"> • Does not make excuses for his/her behavior when he/she doesn't meet expectations • Does not exaggerate the truth even when it is advantageous for him/her • Admits to wrongdoing and makes amends when appropriate even when not prompted by adults (e.g., apologizes to a peer for saying something mean)
Effective (6.42)	<ul style="list-style-type: none"> • Admits to wrongdoing and makes amends when prompted by adults (e.g., apologizes to a peer when reminded by a teacher to do so) • Rarely exaggerates the truth when it is advantageous for him/her • Rarely makes excuses for his/her behavior when he/she doesn't meet expectations • Is usually honest with others, even when the truth is uncomfortable for him/her
Somewhat Effective (3.25)	<ul style="list-style-type: none"> • Has trouble admitting to wrongdoing unless he/she is prompted by adults (e.g., eventually admits to wrongdoing when asked) • Sometimes makes excuses for his/her behavior when he/she doesn't meet expectations • Occasionally exaggerates the truth when it is advantageous for him/her
Not Effective (2.09)	<ul style="list-style-type: none"> • Frequently exaggerates the truth and/or lies to others when it is advantageous for him/her • Does not admit to wrongdoing even when he/she is prompted by adults (e.g., makes excuses for what happened and/or blames others) • Often makes excuses for his/her behavior when he/she doesn't meet expectations

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Acceptance of Responsibility—Accepts responsibility for his or her actions, including giving others due credit when appropriate.
Performance Level Descriptors for Acceptance of Responsibility	
Highly Effective (7.30)	<ul style="list-style-type: none"> Acknowledges that success was due to a group effort (e.g., “We all worked really hard.”) Almost always acknowledges and praises others’ contributions toward a group project Always accepts personal responsibility for mistakes
Effective (6.66)	<ul style="list-style-type: none"> Usually acknowledges everyone’s contributions to a group project Often accepts personal responsibility for mistakes Highlights group members’ work more than his/her own when praised for a team effort
Somewhat Effective (2.94)	<ul style="list-style-type: none"> Takes personal credit for a group effort (e.g., “I did most of the work.”) Often blames circumstances, but not others, for personal mistakes Sometimes exaggerates personal responsibility in a group effort (e.g., “I worked really hard.”)
Not Effective (1.68)	<ul style="list-style-type: none"> Does not acknowledge others’ contributions toward a group project Often blames others for personal mistakes

Dimension	Acting Honestly
Component	Fairness
Sub-Component	Fairness—Acts in ways that are intended to be unbiased and fair to everyone.
Performance Level Descriptors for Fairness	
Highly Effective (7.04)	<ul style="list-style-type: none"> Shows concern when others are being treated unfairly and attempts to correct it (e.g., intervenes or gets a teacher) Keeps track of turns to make sure everyone gets the chance to participate in activities (e.g., lets peers go first on swings when he/she has already had a turn) Treats everyone fairly when working together (e.g., gives equal consideration to everyone’s ideas even if he/she likes some group members better than others)
Effective (6.54)	<ul style="list-style-type: none"> Usually shows concern when others are being treated unfairly and sometimes attempts to correct it (e.g., tells a teacher) Generally treats others fairly when working together (e.g., gives similar consideration to friends’ opinions and other group members’ ideas) Makes sure not to dominate activities so that others have a chance to participate (e.g., doesn’t stay on the swings too long when there are peers waiting)
Somewhat Effective (4.48)	<ul style="list-style-type: none"> Sometimes treats others fairly when working together (e.g., listens to friends’ ideas more frequently than a peer he/she is not friends with) Does not notice when personal participation in activities is not fair to others, but changes behavior when asked to do so (e.g., gets off the swings when a peer points out how long he/she has been waiting) Sometimes shows concern when others are being treated unfairly (e.g., asks a friend if he/she is ok after others were mean)
Not Effective (1.81)	<ul style="list-style-type: none"> Does not notice when personal participation in group activities is not fair to others, and refuses to change behavior when asked to do so (e.g., stays on the swings even when a peer points out how long he/she has been waiting) Does not usually treat others fairly when working together (e.g., only listens to friends’ ideas when working in a group with other peers) Ignores instances when others are being treated unfairly, unless it impacts him/her

Dimension	Acting Honestly
Component	Modesty
Sub-Component	Modesty—Avoids boasting or acting superior to others and is humble about achievements.
Performance Level Descriptors for Modesty	
Highly Effective (7.08)	<ul style="list-style-type: none"> • Celebrates when he/she wins at games, but does not brag or try to put opponents down • Returns compliments to others when receiving praise (e.g., “Thanks. You did a good job too.”) • Accepts praise without boasting (e.g., “Thank you!”) • Shows good sportsmanship when he/she wins at games by congratulating opponents on a well-played game • Is almost always receptive to feedback from teachers even when it is not framed positively
Effective (5.97)	<ul style="list-style-type: none"> • When asked to share an accomplishment, he/she does not exaggerate details • Is usually receptive to constructive feedback from teachers when it is framed positively
Somewhat Effective (4.17)	<ul style="list-style-type: none"> • When asked to share an accomplishment, he/she sometimes exaggerates details • Sometimes brags when he/she wins at games, but will stop if others seem upset • Occasionally boasts when receiving praise (e.g., “Thanks, but you should see the last one!”) • Is somewhat receptive to constructive feedback from teachers when it is framed positively
Not Effective (2.11)	<ul style="list-style-type: none"> • Often brags and/or puts opponents down when he/she wins at games • Ignores constructive feedback from teachers, even when it is framed positively • Often boasts about accomplishments when receiving praise (e.g., “Yes, it is really good, but I always win first prize on my projects.”)

Getting Along with Others

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Interpreting Emotional Reactions—Responds appropriately to emotional reactions from others.
Performance Level Descriptors for Interpreting Emotional Reactions	
Highly Effective (6.94)	<ul style="list-style-type: none"> Asks questions to help him/her understand what others are feeling and why Encourages others to talk about their feelings when appropriate, and listens attentively while they are talking
Effective (6.73)	<ul style="list-style-type: none"> Often asks questions to help him/her understand what others are feeling Usually correctly recognizes what others are feeling
Somewhat Effective (4.77)	<ul style="list-style-type: none"> Sometimes correctly recognizes what others are feeling Does not interrupt others when they are discussing their feelings, but does not always listen attentively
Not Effective (2.07)	<ul style="list-style-type: none"> Interrupts others and/or ignores what is being said when others are discussing their feelings Rarely correctly recognizes what others are feeling Rarely asks questions to help him/her understand what others are feeling

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Showing Concern—Demonstrates concern and compassion for others' feelings.
Performance Level Descriptors for Showing Concern	
Highly Effective (7.19)	<ul style="list-style-type: none"> Consistently demonstrates concern for others' feelings Almost always considers others' feelings Reacts with compassion when his/her friends are in distress Comforts peers (even if they are not friends) when they are upset using appropriate and reassuring behaviors (e.g., listening empathetically, or seeking help from an adult)
Effective (6.30)	<ul style="list-style-type: none"> Usually considers others' feelings Often reacts with compassion when his/her friends are in distress When someone is visibly upset, he/she is often open to listening to that person
Somewhat Effective (4.82)	<ul style="list-style-type: none"> When someone is visibly upset, he/she is sometimes open to listening to that person Sometimes considers others' feelings Attempts to comfort his/her friends when they are upset, but does not always use appropriate behaviors (e.g., interrupts instead of listening intently)
Not Effective (2.04)	<ul style="list-style-type: none"> Rarely considers others' feelings Does not attempt to comfort his/her friends when they are upset Rarely reacts with compassion even when his/her friends are in distress When someone is visibly upset, he/she is rarely open to listening to that person

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Forgiveness—Continues to work or interact with others even after others have wronged (e.g., deceived, hurt) him or her as appropriate.
Performance Level Descriptors for Forgiveness	
Highly Effective (6.88)	<ul style="list-style-type: none"> Does not bring up past conflicts when new ones arise Almost always gives others a second chance without holding a grudge After another student apologizes, he/she continues to work with him/her with no signs of being upset Readily accepts apologies from others
Effective (5.79)	<ul style="list-style-type: none"> After another student apologizes for a wrongdoing, he/she continues to work with him/her but shows some signs of being upset Sometimes gives others a second chance, though he/she may continue to have hard feelings Usually accepts sincere apologies from others
Somewhat Effective (3.84)	<ul style="list-style-type: none"> Sometimes brings up past conflicts when new ones arise After another student apologizes for a wrongdoing, he/she continues to work with him/her only after the teacher has intervened May need convincing in order to accept apologies from others
Not Effective (2.10)	<ul style="list-style-type: none"> Often refuses to acknowledge apologies from others Even after another student apologizes for a wrongdoing, he/she refuses to work with that student Rarely gives others a second chance and/or continues to hold grudges Often brings up past conflicts when new ones arise

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Trust—Interactions with others are influenced by a belief that others generally have good intentions (e.g., others are usually honest and will do what they say they will do).
Performance Level Descriptors for Trust	
Highly Effective (6.91)	<ul style="list-style-type: none"> • Gives everyone the benefit of the doubt • When working as part of a group, he/she trusts that group members will complete their tasks to the best of their ability • Has appropriately trusting relationships with all friends and teachers
Effective (6.20)	<ul style="list-style-type: none"> • When working as part of a group, he/she trusts that most group members will complete their tasks • Gives most people the benefit of the doubt
Somewhat Effective (4.71)	<ul style="list-style-type: none"> • When working as part of a group, he/she assumes that some group members will not complete their tasks • Has appropriately trusting relationships with few friends and teachers • Gives certain people the benefit of the doubt
Not Effective (2.41)	<ul style="list-style-type: none"> • Frequently mistrusts others, even when there is little reason to do so • When working as part of a group, he/she assumes that all other group members will not complete their tasks

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Assisting Others—Helps others as needed.
Performance Level Descriptors for Assisting Others	
Highly Effective (7.08)	<ul style="list-style-type: none"> • Almost always provides assistance to those who need it (e.g., notices a peer drop books down the hall and goes to help) • Often volunteers to help others, even if he/she does not know them • Almost always offers help to others in need without needing to be asked
Effective (6.28)	<ul style="list-style-type: none"> • Sometimes volunteers to help others, even if he/she does not know them • Helps others when he/she is asked for assistance • Usually provides assistance to those who need it (e.g., helps a peer pick up dropped books if they are nearby)
Somewhat Effective (5.69)	<ul style="list-style-type: none"> • Sometimes provides assistance to those who need it (e.g., helps a friend pick up dropped books) • Occasionally refuses to help others, even when asked • Sometimes able to identify when others need help
Not Effective (1.86)	<ul style="list-style-type: none"> • Refuses to help others, even when asked • Rarely or never provides assistance to those who need it (e.g., does not help a friend pick up dropped books) • Rarely or never volunteers to help others even if he/she knows them

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Selflessness—Shows generosity in sharing time and resources with others despite the impact it may have on him or her.
Performance Level Descriptors for Selflessness	
Highly Effective (6.45)	<ul style="list-style-type: none"> • Almost always shares his/her resources with others (e.g., volunteers to share his/her school supplies with others) • Helps others even when there is considerable inconvenience to doing so • Helps others without expecting anything in return
Effective (5.54)	<ul style="list-style-type: none"> • Is often willing to share his/her resources with others (e.g., will loan a friend school supplies when asked to do so) • Helps others when there is minimal inconvenience to doing so (e.g., is willing to take a few minutes to help a friend with a project)
Somewhat Effective (3.91)	<ul style="list-style-type: none"> • Is occasionally willing to share his/her resources with others (e.g., will loan a friend school supplies when asked to do so) • Sometimes expects reciprocation or reward for helping others • Helps others only when it is not at all inconvenient for him/her to do so (e.g., helps when he/she is not doing anything better)
Not Effective (2.34)	<ul style="list-style-type: none"> • Is rarely or never willing to share his/her resources with others (e.g., often will not loan school supplies to friends when asked) • Is unwilling to help others unless there is the guarantee of a reward for doing so • Does not help others unless he/she personally benefits from doing so

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Respect for Others—Interacts with others in a polite and considerate manner.
Performance Level Descriptors for Respect for Others	
Highly Effective (6.82)	<ul style="list-style-type: none"> • Almost never uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others • Often apologizes without being reminded or asked to do so when he/she has offended others • Almost always speaks to peers and teachers politely, using respectful language and tone
Effective (5.24)	<ul style="list-style-type: none"> • Usually speaks to teachers politely, but sometimes fails to do so with peers • Rarely uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others • Sometimes apologizes without being reminded or asked to do so when he/she has offended others
Somewhat Effective (2.87)	<ul style="list-style-type: none"> • Often needs reminders from adults to apologize when he/she has offended others • Sometimes uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others • Sometimes speaks to peers and teachers politely
Not Effective (1.80)	<ul style="list-style-type: none"> • Consistently uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others • Rarely apologizes when he/she has offended others, even when reminded or asked to do so • Rarely speaks to peers and/or teachers politely

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Collaboration—Completes group tasks and achieves group goals by effectively interacting with others.
Performance Level Descriptors for Collaboration	
Highly Effective (6.87)	<ul style="list-style-type: none"> • Listens to all group members’ ideas and frequently accepts ideas that are not his/her own • Almost always completes his/her share of group work • Demonstrates active participation in group work even without any teacher support
Effective (6.28)	<ul style="list-style-type: none"> • Demonstrates participation in group work with only limited teacher support • Usually completes his/her share of group work • Listens to all group members’ ideas and sometimes accepts ideas that are not his/her own
Somewhat Effective (3.43)	<ul style="list-style-type: none"> • Demonstrates limited participation in group work without full teacher support • Sometimes completes his/her share of group work • Listens to only some group members’ ideas, usually those that are similar to his/her own
Not Effective (1.58)	<ul style="list-style-type: none"> • Ignores or criticizes group members’ ideas when they do not align with his/her own • Rarely completes his/her share of group work • Does not actively participate in group work, even with full teacher support

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Conflict Management—Works through conflicts and disagreements productively.
Performance Level Descriptors for Conflict Management	
Highly Effective (6.87)	<ul style="list-style-type: none"> • Almost always attempts to find agreeable compromises for all group members when disagreements arise • Almost always remains polite to others during disagreements • Seeks assistance to help resolve conflict when appropriate, even when he/she is not directly involved
Effective (6.22)	<ul style="list-style-type: none"> • Usually remains polite to others during disagreements (e.g., does not use rude language) • Tries not to get involved when there is conflict that does not directly involve him/her • Often attempts to find compromises for group members when disagreements arise
Somewhat Effective (3.27)	<ul style="list-style-type: none"> • When attempting to compromise, only accepts ideas that are most favorable to him/her • Takes sides in a conflict even when he/she is not directly involved, but does not engage in the argument • Sometimes remains polite to others during disagreements (e.g., may speak louder to be heard over others, but rarely uses rude language)
Not Effective (1.63)	<ul style="list-style-type: none"> • Makes conflicts worse even when he/she is not directly involved (e.g., makes inflammatory statements to one or both sides) • Rarely remains polite to others during disagreements • Does not attempt to compromise with group members when disagreements arise

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Frustrations with Others—Effectively deals with disappointment, annoyances, and setbacks related to others' actions without showing irritation or anger.
Performance Level Descriptors for Tolerating Frustrations with Others	
Highly Effective (7.06)	<ul style="list-style-type: none"> • Almost never yells or argues with others when upset • Usually remains calm when others have made mistakes that directly impact him/her (e.g., takes a deep breath to stay calm) • Always remains calm and polite to others even when he/she is frustrated with them
Effective (4.87)	<ul style="list-style-type: none"> • Sometimes shows irritation when others have made mistakes that directly impact him/her (e.g., points out others' mistakes) • Sometimes openly or dramatically removes himself/herself from a student who is annoying him/her • Student generally ignores verbal and/or physical attacks from others
Somewhat Effective (2.83)	<ul style="list-style-type: none"> • Sometimes yells or argues with others when upset • Reacts verbally to a student who attempts to bother him/her • Often shows irritation when others have made mistakes that directly impact him/her (e.g., points out others' mistakes or storms off) • Sometimes has difficulty remaining calm and polite to others when he/she is frustrated with them
Not Effective (1.78)	<ul style="list-style-type: none"> • Responds with verbal or physical aggression when others have made mistakes that directly impact him/her (e.g., yells or pushes) • Often yells or argues with others when upset • Often reacts to a negative interaction with another student with verbal or physical aggression • Rarely shows calm and politeness when he/she is frustrated with others

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Situational Frustrations—Effectively deals with disappointment, annoyances, and setbacks related to situational factors without showing irritation or anger.
Performance Level Descriptors for Tolerating Situational Frustrations	
Highly Effective (6.97)	<ul style="list-style-type: none"> • Almost always remains calm in the face of setbacks • Almost always deals with frustration effectively during challenging situations (e.g., takes steps to calm self) • Remains calm when a preferred activity (e.g., game at recess) has been canceled and moves on to other activities
Effective (5.54)	<ul style="list-style-type: none"> • Usually expresses frustration appropriately during challenging situations (e.g., talking through it with others) • Sometimes remains calm in the face of setbacks • Remains calm when a preferred activity (e.g., game at recess) has been canceled, but continues to talk about wanting to do the activity
Somewhat Effective (3.06)	<ul style="list-style-type: none"> • Sometimes expresses frustration during challenging situations with anger or irritation (e.g., clenches fists) • Sometimes becomes upset when a preferred activity (e.g., game at recess) has been canceled
Not Effective (1.82)	<ul style="list-style-type: none"> • Inappropriately expresses frustration during challenging situations (e.g., yelling, hitting) • Rarely remains calm in the face of setbacks • Complains regularly and loudly when a preferred activity (e.g., game at recess) has been canceled

Keeping an Open Mind

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Originality—Generates new ideas related to tasks, processes, theories, etc.
Performance Level Descriptors for Originality	
Highly Effective (7.21)	<ul style="list-style-type: none"> Completes multiple parts of a class project in an original way (e.g., layout, concept, analysis) Shows a lot of evidence of thinking about new ideas and/or solving problems in new ways (e.g., suggesting improvements or alternatives) Creates new ideas and/or extends existing ideas independently
Effective (5.96)	<ul style="list-style-type: none"> Completes class projects in a manner that reflects some originality Sometimes willing to think about new ideas and/or solving problems in new ways (e.g., suggesting improvements or alternatives) Occasionally asks hypothetical questions (e.g., “What if...”) Creates new ideas and/or extends existing ideas with minimal prompting
Somewhat Effective (4.65)	<ul style="list-style-type: none"> Completes class projects with few modifications to the provided template or example Needs help to create new and/or extend existing ideas
Not Effective (2.45)	<ul style="list-style-type: none"> Rarely willing to think about new ideas and/or solving problems in new ways (e.g., suggesting improvements or alternatives) Rarely asks about hypothetical questions Has difficulty extending existing or creating new ideas, even with help

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Active Imagination—Imagines and/or creates things that do not currently exist in the real world.
Performance Level Descriptors for Active Imagination	
Highly Effective (6.63)	<ul style="list-style-type: none"> Frequently describes or communicates vivid ideas Frequently chooses tasks that require imagination (e.g., creative writing) His/her completed projects are often rich in detail and show evidence of imaginative thinking
Effective (5.63)	<ul style="list-style-type: none"> Sometimes chooses tasks that require imagination (e.g., creative writing) Sometimes describes or communicates vivid ideas His/her completed projects are sometimes rich in detail and/or show evidence of imaginative thinking
Somewhat Effective (4.57)	<ul style="list-style-type: none"> Occasionally describes or communicates vivid ideas His/her completed projects occasionally have appropriate detail and/or show some evidence of imaginative thinking
Not Effective (2.48)	<ul style="list-style-type: none"> Avoids tasks that require imagination (e.g., creative writing) His/her completed projects are usually neither rich in detail nor show evidence of imaginative thinking Rarely or never describes or communicates vivid ideas

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Information-Seeking—Asks questions and searches for information on a wide variety of topic areas.
Performance Level Descriptors for Information-Seeking	
Highly Effective (7.07)	<ul style="list-style-type: none"> • Uses a wide array of available resources (e.g., Internet, books, teachers) when trying to answer a question or solve a problem • Asks questions that indicate a desire to clarify understanding of ideas or topics • Consistently shows interest in learning new things
Effective (6.35)	<ul style="list-style-type: none"> • Usually shows interest in learning new things • Uses at least two available resources (e.g., Internet, books) when trying to answer a question or solve a problem
Somewhat Effective (5.14)	<ul style="list-style-type: none"> • Uses one available resource (e.g., Internet) when trying to answer a question or solve a problem • Occasionally shows interest in learning new things
Not Effective (2.76)	<ul style="list-style-type: none"> • Displays resistance to the idea of learning new things • Rarely uses resources to answer questions or solve problems • His/her questions rarely indicate a desire to learn more or clarify ideas (e.g., simply asks “yes or no” questions)

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Depth of Knowledge—Obtains a level of knowledge that goes beyond the minimum requirements related to performing required tasks.
Performance Level Descriptors for Depth of Knowledge	
Highly Effective (7.29)	<ul style="list-style-type: none"> • Often asks questions to learn more about tasks even when he/she clearly understands the assignment • Shows evidence of independently studying information about class topics when discussing ideas in class (e.g., shares information from the textbook) • Digs deeply into a topic outside of class to find more information
Effective (6.06)	<ul style="list-style-type: none"> • Occasionally shows evidence of wanting to learn more about class topics when discussing ideas in class (e.g., asks questions for clarification) • Sometimes asks questions about tasks that go beyond the minimum required depth to complete the assignment
Somewhat Effective (2.61)	<ul style="list-style-type: none"> • Does only what is required to have the minimum understanding of a topic • Shows adequate knowledge of required assignment topics, but rarely seeks to learn more
Not Effective (1.97)	<ul style="list-style-type: none"> • Rarely or never asks questions, even when tasks need clarification • Rarely or never shows evidence of wanting to learn about class topics when discussing ideas in class (e.g., does not engage in discussion) • Does not obtain the minimum level of knowledge needed for a class topic

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Environmental Adaptability—Adjusts his or her behavior to meet the requirements of different or unfamiliar situations and environments.
Performance Level Descriptors for Environmental Adaptability	
Highly Effective (7.22)	<ul style="list-style-type: none"> Rarely has trouble adjusting to changes to the teaching style or when there is a different teacher Rapidly adjusts to change without needing reminders (e.g., a reminder that a class location has changed) Transitions smoothly between different tasks without prompting
Effective (6.28)	<ul style="list-style-type: none"> Transitions between different tasks with few prompts or reminders Adjusts to change fairly quickly with only minimal reminders (e.g., a reminder that a class location has changed)
Somewhat Effective (4.23)	<ul style="list-style-type: none"> Adjusts to change somewhat slowly, or needs multiple reminders (e.g., a reminder that a class location has changed) Occasionally has trouble adjusting to changes to the teaching style or when there is a different teacher Transitions between different tasks after multiple prompts or reminders
Not Effective (2.06)	<ul style="list-style-type: none"> Refuses to adjust to changes, even when provided with support or reminders to do so (e.g., a reminder that a class location has changed) Has trouble transitioning or refuses to transition between different tasks, even after multiple prompts or reminders Often has difficulty adjusting to new situations (e.g., changes to the teaching style or when there is a different teacher)

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Accommodation—Adjusts existing schedules or plans in order to accommodate changes to tasks and facilitate their completion.
Performance Level Descriptors for Accommodation	
Highly Effective (7.13)	<ul style="list-style-type: none"> • Rarely has difficulty completing tasks when changes are made to original plans • Transitions smoothly to a different task as required by changing plans with minimal prompting • Enthusiastically embraces trying new approaches for completing tasks • Smoothly adjusts when the schedule changes unexpectedly
Effective (6.13)	<ul style="list-style-type: none"> • Occasionally has difficulty completing tasks when changes are made to original plans • Transitions to a different plan due to changing situations with few prompts or reminders • Accepts new approaches for completing tasks after being convinced of their effectiveness • Usually adjusts easily when the schedule changes unexpectedly
Somewhat Effective (3.58)	<ul style="list-style-type: none"> • Reluctantly tries new approaches for completing tasks • Transitions between different tasks due to changing plans after multiple prompts or reminders • Sometimes has difficulty completing tasks when changes are made to original plans
Not Effective (2.18)	<ul style="list-style-type: none"> • Refuses to try new approaches for completing tasks • His/her behavior changes dramatically when the schedule changes unexpectedly (e.g., may cry or refuse to go along with the change) • Frequently has difficulty completing tasks when changes are made to original plans

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Openmindedness—Keeps an open mind when encountering ideas, opinions, and thoughts that are different from his or her own.
Performance Level Descriptors for Openmindedness	
Highly Effective (6.71)	<ul style="list-style-type: none"> • Gives appropriate consideration to ideas and opinions that are different from his/her own • Seeks to interact with others who have ideas that differ from his/her own • Expresses interest in learning more about new ideas and opinions by asking questions
Effective (6.01)	<ul style="list-style-type: none"> • Expresses interest in interacting with others who have ideas that differ from his/her own but does not actively seek such interaction • Shows some openness to new ideas and opinions by actively listening
Somewhat Effective (5.03)	<ul style="list-style-type: none"> • Considers ideas and opinions that are different from his/her own only when they come from someone with a similar point of view • Occasionally expresses interest in interacting with others who have ideas that differ from his/her own but does not actively seek such interaction
Not Effective (2.11)	<ul style="list-style-type: none"> • Typically refuses to consider ideas and opinions that are different from his/her own • Refuses to listen to new ideas and opinions • Avoids interactions where he/she will need to listen to ideas that differ from his/her own

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Embracing Diversity—Shows an interest in and respect for people from different backgrounds and cultures.
Performance Level Descriptors for Embracing Diversity	
Highly Effective (6.97)	<ul style="list-style-type: none"> • Seeks out friends from a variety of backgrounds • Consistently respectful of people whose cultural beliefs do not align with his/her own
Effective (6.10)	<ul style="list-style-type: none"> • Usually respectful of people whose cultural beliefs do not align with his/her own • Shows some interest in learning about different cultures when included in the curriculum
Somewhat Effective (4.64)	<ul style="list-style-type: none"> • Chooses friends who are extremely similar to him/her • Sometimes respectful of people whose cultural beliefs do not align with his/her own
Not Effective (2.09)	<ul style="list-style-type: none"> • Rarely respectful of people whose cultural beliefs do not align with his/her own • Shows little or no interest in learning about different cultures, even when included in the curriculum

Maintaining Composure

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Worry Management—Does not allow anxiety and fear to impact the completion of daily activities or tasks.
Performance Level Descriptors for Worry Management	
Highly Effective (6.72)	<ul style="list-style-type: none"> • The quality of his/her work is rarely impacted by worry • Completes activities or tasks that cause him/her anxiety independently or with limited adult support (e.g., gives a speech to the class after independent practice) • Usually remains calm when given a difficult or stressful task and completes it without anxiety (e.g., a hard test) • Often discusses concerns appropriately with others when worried or stressed (e.g., his/her teacher, parents, friends)
Effective (5.83)	<ul style="list-style-type: none"> • After showing some anxiety, he/she is usually able to calm down and complete a difficult or stressful task (e.g., a hard test) • Sometimes needs adult support to complete activities or tasks that cause him/her anxiety (e.g., sometimes needs guided practice before giving a speech to the class)
Somewhat Effective (4.38)	<ul style="list-style-type: none"> • The quality of his/her work is occasionally impacted by excessive worry • Occasionally discusses concerns appropriately with others when worried or stressed (e.g., his/her teacher, parents, friends) • He/she may need some adult support in order to calm down enough to complete a difficult or stressful task (e.g., a hard test)
Not Effective (2.66)	<ul style="list-style-type: none"> • The quality of his/her work is often impacted by excessive worry • Avoids activities or tasks that cause him/her anxiety, even when provided with adult support (e.g., refuses to give a speech to the class even with considerable teacher support) • He/she has difficulty calming down enough to complete a difficult or stressful task (e.g., a hard test), even when provided with adult support • Rarely discusses concerns appropriately with others when worried or stressed (e.g., his/her teacher, parents, friends)

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Negative Feeling Management—Does not allow negative feelings (e.g., sadness, guilt, shame) to impact the completion of daily activities or tasks.
Performance Level Descriptors for Negative Feeling Management	
Highly Effective (6.81)	<ul style="list-style-type: none"> Consistently discusses concerns appropriately with others when feeling upset Consistently manages negative emotions in the classroom or other settings Successfully manages negative emotions in order to complete daily tasks
Effective (6.15)	<ul style="list-style-type: none"> Occasionally expresses self-criticism regarding past mistakes or events but does not dwell on them Generally manages negative emotions in the classroom or other settings Rarely has difficulty completing daily tasks when he/she experiences negative emotions
Somewhat Effective (4.03)	<ul style="list-style-type: none"> Sometimes expresses self-criticism regarding past mistakes or events and dwells on them Sometimes has difficulty completing daily tasks when he/she experiences negative emotions Shows evidence of trying to manage negative emotions in the classroom or other settings but often is not successful Occasionally discusses concerns appropriately with others when feeling upset
Not Effective (2.29)	<ul style="list-style-type: none"> Shows difficulty managing negative emotions in the classroom or other settings Frequently has difficulty completing daily tasks when he/she experiences negative emotions Frequently or excessively expresses self-criticism regarding past mistakes or events

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Decisiveness—Makes his or her own decisions as appropriate.
Performance Level Descriptors for Decisiveness	
Highly Effective (6.96)	<ul style="list-style-type: none"> • Makes personal decisions independent of what others have or have not done (e.g., wears clothing styles he/she likes, not necessarily those that peers approve) • Makes decisions in a timely fashion without agonizing over them
Effective (6.20)	<ul style="list-style-type: none"> • Rarely second-guesses his/her decisions • Makes some decisions in a timely fashion with minimal agonizing
Somewhat Effective (3.96)	<ul style="list-style-type: none"> • Often second-guesses his/her decisions • Makes personal decisions based on what others have or have not done (e.g., sometimes chooses his/her clothing based on the styles his/her peers will approve) • Makes decisions after some amount of consideration and agonizing over them
Not Effective (2.65)	<ul style="list-style-type: none"> • Almost always second-guesses his/her decisions • Hesitates to make decisions until the last minute, and even then agonizes over them • Often makes personal decisions based on what others have or have not done (e.g., frequently chooses his/her clothing based on the styles his/her peers will approve)

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Independence—Works on tasks without needing a lot of support or guidance from others.
Performance Level Descriptors for Independence	
Highly Effective (6.93)	<ul style="list-style-type: none"> • Makes excellent progress on most tasks without assistance from others • Almost always attempts to work through problems independently before seeking assistance when faced with challenging assignments • Consistently completes independently oriented assignments with minimal support from others (e.g., uses instructions to complete assignments independently)
Effective (6.46)	<ul style="list-style-type: none"> • Makes adequate progress on most tasks without assistance from others • Often attempts to solve problems independently before seeking assistance when faced with challenging assignments • Generally completes independently oriented assignments with limited support from others (e.g., uses instructions and minimal “check-ins” from the teacher)
Somewhat Effective (4.42)	<ul style="list-style-type: none"> • Makes limited progress on most tasks without assistance from others • Sometimes attempts to solve problems independently before seeking assistance when faced with challenging assignments • Sometimes relies on others to make progress on independently oriented assignments (e.g., needs additional support from the teacher beyond a few check-in points to complete assignments)
Not Effective (2.34)	<ul style="list-style-type: none"> • Makes little or no progress on most tasks without constant assistance from others • Relies heavily on others to make progress on independently oriented assignments (e.g., needs support from the teacher during every step of the assignment) • Rarely attempts to solve problems independently before seeking assistance when faced with challenging assignments

Socializing with Others

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Taking Charge—Seeks out positions of leadership as appropriate.
Performance Level Descriptors for Taking Charge	
Highly Effective (7.00)	<ul style="list-style-type: none"> • Volunteers to take on leadership roles (e.g., leads class discussion even when not asked) • Starts discussions and asks team members questions during group work; reminds peers to stay on-task
Effective (6.71)	<ul style="list-style-type: none"> • Participates in discussions during group work and stays on-task • Is willing to take on leadership roles when asked to do so (e.g., leads class discussion when asked)
Somewhat Effective (4.08)	<ul style="list-style-type: none"> • Does not take on leadership roles unless he/she is required to do so (e.g., leads class discussion when required) • Inconsistently participates in discussions during group work but remains mostly on-task
Not Effective (2.16)	<ul style="list-style-type: none"> • Rarely participates in discussions during group work and does not stay on-task • Is unwilling to take on leadership roles even when required to do so (e.g., refuses to lead class discussion)

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Cheerful Mood—Generally presents an upbeat and hopeful mood when interacting with others.
Performance Level Descriptors for Cheerful Mood	
Highly Effective (7.00)	<ul style="list-style-type: none"> • Often makes encouraging comments to others when appropriate • Redirects negative conversations • Consistently expresses positive ideas or opinions
Effective (6.01)	<ul style="list-style-type: none"> • Rarely participates in negative conversations • Sometimes expresses positive ideas or opinions
Somewhat Effective (2.48)	<ul style="list-style-type: none"> • Rarely expresses positive ideas or opinions • Occasionally starts negative conversations
Not Effective (1.92)	<ul style="list-style-type: none"> • Frequently makes discouraging remarks to others • Frequently starts negative conversations

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Positive Outlook—Generally presents a positive view of situations.
Performance Level Descriptors for Positive Outlook	
Highly Effective (7.02)	<ul style="list-style-type: none"> • Usually expresses a positive view of the future • Often puts a positive spin on tasks or situations (e.g., “At least all that homework will help us prepare for the test.”) • Frequently identifies the good in difficult situations independently
Effective (6.06)	<ul style="list-style-type: none"> • Sometimes puts a positive spin on tasks or situations • Sometimes identifies the good in difficult situations • Often expresses a positive view of the future
Somewhat Effective (4.43)	<ul style="list-style-type: none"> • Occasionally puts a positive spin on tasks or situations • Occasionally expresses a negative view of the future
Not Effective (2.26)	<ul style="list-style-type: none"> • Usually expresses a negative view of the future • Rarely identifies the good in difficult situations even when provided with adult support • Often expresses the negative in tasks or situations (e.g., “All that homework is going to ruin my weekend.”)

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Interacting with Others—Seeks out and actively participates in social activities when appropriate.
Performance Level Descriptors for Interacting with Others	
Highly Effective (7.17)	<ul style="list-style-type: none"> • Tries to include and interact with many classmates during recess • Seeks others to invite to participate in his/her activities (e.g., asks others to sit with him/her at lunch or join a study group) • Joins school clubs and activities even if he/she does not know anyone in them
Effective (6.18)	<ul style="list-style-type: none"> • Mostly interacts with friends during recess but at times will also include other classmates • Joins school clubs and activities when he/she knows at least one person in them • Allows others to participate in his/her activities when they ask to join (e.g., lets a peer sit with him/her at lunch)
Somewhat Effective (4.66)	<ul style="list-style-type: none"> • Joins school clubs and activities when he/she knows most of the people in them • Only interacts with his/her friends during recess but does not actively exclude others
Not Effective (2.27)	<ul style="list-style-type: none"> • Excludes others from participating in his/her activities when they ask to join (e.g., refuses to let a peer sit with him/her at lunch) • Does not join any school clubs or activities because he/she does not want to meet new people • Only interacts with his/her friends during recess and actively excludes others • Avoids interactions during group work

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Networking—Maintains and expands his or her social group.
Performance Level Descriptors for Networking	
Highly Effective (6.97)	<ul style="list-style-type: none"> • Puts effort into maintaining all friendships (e.g., spends time with both new and old friends even if it is not convenient) • Frequently interacts with new people regardless of the setting (e.g., independently introduces him/herself to new student) • Frequently invites new students to participate in school or social activities
Effective (6.01)	<ul style="list-style-type: none"> • Occasionally invites new students to participate in school or social activities • Interacts with new people when around others that he/she knows (e.g., introduces him/herself to new student when with friends) • Puts effort into maintaining most friendships (e.g., spends time with both new and old friends when possible)
Somewhat Effective (3.66)	<ul style="list-style-type: none"> • Has limited interaction with new people even when around others that he/she knows (e.g., says hi to new student when being introduced to them by a friend) • Sometimes puts effort into maintaining friendships
Not Effective (1.88)	<ul style="list-style-type: none"> • Does not interact with new people even when around others that he/she knows (e.g., mostly ignores new student even when his/her friends are with him/her) • Rarely or never invites new students to participate in school or social activities • Puts minimal effort into maintaining friendships (e.g., spends time with friends only when he/she wants to)

Sustaining Effort

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Timeliness—Follows a predetermined schedule for appointments/classes and tasks.
Performance Level Descriptors for Timeliness	
Highly Effective (7.17)	<ul style="list-style-type: none"> Almost always completes tasks on time without needing reminders Usually arrives to school and class on time and is rarely absent Seeks help meeting deadlines, when needed, well in advance of due dates Allocates time needed to finish tasks by due dates without guidance
Effective (6.41)	<ul style="list-style-type: none"> If needed, usually seeks help meeting deadlines before due dates Allocates time needed to finish tasks by due dates with guidance
Somewhat Effective (4.77)	<ul style="list-style-type: none"> Sometimes completes tasks on time when provided with reminders Sometimes arrives to school and/or class on time but is rarely absent
Not Effective (1.97)	<ul style="list-style-type: none"> Rarely completes tasks on time (misses deadlines or turns in incomplete work), even when given frequent reminders Consistently does not allocate enough time to finish tasks by due dates even with help Frequently arrives to school and/or class late or is absent Does not seek help meeting deadlines even when it is needed

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Follow-Through—Meets commitments and works on tasks until they are complete.
Performance Level Descriptors for Follow-Through	
Highly Effective (7.23)	<ul style="list-style-type: none"> • Completes schoolwork with few or no prompts or reminders • Almost always on-task in class even without prompts • Always completes his/her portion of group work • Follows through with personal responsibilities without reminders
Effective (6.00)	<ul style="list-style-type: none"> • Follows through with personal responsibilities with a few reminders • Completes schoolwork with some prompts or reminders • Stays on-task in class when prompted • Usually completes his/her portion of group work
Somewhat Effective (3.72)	<ul style="list-style-type: none"> • Sometimes completes his/her portion of group work • Needs supervision to remain on-task in class • Follows through with personal responsibilities when provided with a number of reminders
Not Effective (1.81)	<ul style="list-style-type: none"> • Does not complete schoolwork even with consistent prompts or reminders • Does not remain on-task in class even with direct supervision • Rarely completes his/her portion of group work • Rarely follows through with personal responsibilities even when provided with a number of reminders

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Quality—Submits high-quality work.
Performance Level Descriptors for Quality	
Highly Effective (7.36)	<ul style="list-style-type: none"> • Almost always turns in work that was done to the best of his/her ability • His/her submitted assignments show evidence of very consistent effort toward achieving high-quality work (e.g., work often exceeds standards) • Checks over his or her work for errors and corrects them as needed (e.g., looks for spelling mistakes, handwriting neatness)
Effective (6.69)	<ul style="list-style-type: none"> • His/her submitted assignments show evidence of mostly consistent effort toward achieving quality work (e.g., work usually meets standards) • Often turns in work that was done to the best of his/her ability • Responds to teacher feedback about errors and corrects them as needed (e.g., fixes spelling mistakes, handwriting neatness)
Somewhat Effective (4.83)	<ul style="list-style-type: none"> • Occasionally turns in work that was done to the best of his/her ability • Needs assistance to respond to teacher feedback about errors to correct them (e.g., fixes spelling mistakes with teacher’s help)
Not Effective (1.80)	<ul style="list-style-type: none"> • Rarely or never turns in work that was done to the best of his/her ability • Rarely corrects errors even with teacher feedback and assistance (e.g., does not fix spelling mistakes even with teacher’s help) • His/her submitted assignments show evidence of very minimal effort toward achieving quality work (e.g., work clearly does not meet standards)

Dimension	Sustaining Effort
Component	Order
Sub-Component	Order—Makes plans for working on tasks or activities and keeps materials organized.
Performance Level Descriptors for Order	
Highly Effective (7.19)	<ul style="list-style-type: none"> Consistently able to independently follow provided steps in a process Correctly estimates how much time a task will take without adult guidance Keeps all of his/her materials organized (e.g., class materials are all arranged neatly in desk) Is often able to break large projects or tasks into smaller components without help from a teacher
Effective (6.17)	<ul style="list-style-type: none"> Usually able to independently follow provided steps in a process Usually able to break large projects or tasks into smaller components with some help from a teacher Keeps most of his/her materials organized (e.g., class materials are mostly arranged neatly in desk) Correctly estimates how much time a task will take with some adult guidance
Somewhat Effective (4.89)	<ul style="list-style-type: none"> Sometimes able to independently follow provided steps in a process Needs help from a teacher in order to break large projects or tasks into smaller components
Not Effective (2.21)	<ul style="list-style-type: none"> Does not attempt to estimate how much time a task will take even with adult guidance Not able to independently follow provided steps in a process Unable to break large projects or tasks into smaller components even with help from a teacher Most of his/her materials are not organized (e.g., class materials are kept in different, random places, and important items are often lost or misplaced)

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Overcoming Challenges—Continues to work on tasks despite the difficulty level, the presence of significant obstacles, or previous setbacks.
Performance Level Descriptors for Overcoming Challenges	
Highly Effective (7.11)	<ul style="list-style-type: none"> Continues working independently even when a task is difficult Receptive to feedback and independently tries task again after making a mistake Willingly attempts challenging tasks and often perseveres through frustrations
Effective (6.49)	<ul style="list-style-type: none"> Continues working on difficult tasks when provided with adult support Attempts challenging tasks and generally only asks for help when frustrated Receptive to feedback and willing to try task again after making a mistake with support
Somewhat Effective (3.97)	<ul style="list-style-type: none"> Receptive to feedback but unwilling to try task again after making a mistake without significant adult support Has some difficulty continuing to work on tasks when they are difficult, even with adult support Will attempt challenging tasks if needed but immediately seeks assistance when difficulties arise
Not Effective (1.79)	<ul style="list-style-type: none"> Refuses to continue to work on tasks when they are difficult, even with adult support Unreceptive to feedback and/or unwilling to try task again after making a mistake even with significant adult support Does not attempt challenging tasks and/or gives up at the first sign of difficulty

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Maintaining Effort—Puts in the time and sustained energy needed to successfully complete a task.
Performance Level Descriptors for Maintaining Effort	
Highly Effective (7.34)	<ul style="list-style-type: none"> • Uses all of the time available to make progress on assignments (e.g., works steadily throughout given work time) • Puts the time and effort needed into class work to meet expectations and often surpasses them • Maintains a high level of effort to complete tasks even when they are uninteresting
Effective (6.70)	<ul style="list-style-type: none"> • Maintains an adequate level of effort needed to complete tasks even when they are uninteresting • Uses most of the time available to make progress on assignments (e.g., works through most of given work time) • Puts the time and effort needed into class work to meet expectations
Somewhat Effective (3.76)	<ul style="list-style-type: none"> • Inconsistently puts the time and effort into classwork needed to meet expectations • Maintains a minimal level of effort needed to complete tasks when they are uninteresting • Uses some of the time available to make progress on assignments (e.g., stops and starts again throughout given work time)
Not Effective (1.82)	<ul style="list-style-type: none"> • Does not put any effort into completing tasks that he/she finds uninteresting • Rarely or never puts in the time and effort into classwork needed to meet expectations • Uses very little of the time available to make progress on assignments (e.g., does not start or frequently stops throughout given work time)

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Focusing—Maintains attention on the current activity despite the nature of the task or distractions.
Performance Level Descriptors for Focusing	
Highly Effective (7.31)	<ul style="list-style-type: none"> Actively reduces or avoids distractions when possible (e.g., requests to be moved to a quieter seat) Independently resumes focus very shortly after interruptions Demonstrates sustained academic engagement during class time (e.g., looks at teacher while he/she is talking, stays on-task during work time)
Effective (6.40)	<ul style="list-style-type: none"> Usually resumes focus shortly after interruptions with limited reminders Usually attempts to reduce or avoid distractions (e.g., usually moves away from noisy neighbor) Demonstrates academic engagement during most of class time (e.g., looks at teacher while he/she is talking, stays mostly on-task during work time)
Somewhat Effective (4.44)	<ul style="list-style-type: none"> Demonstrates intermittent academic engagement during class time (e.g., looks at teacher while he/she is talking, but gets off-task during work time) Often needs some time and/or teacher reminders to resume focus after interruptions
Not Effective (2.06)	<ul style="list-style-type: none"> Frequently does not demonstrate academic engagement during class time (e.g., does not look at teacher while he/she is talking, gets off-task during work time) Frequently unable to resume focus after interruptions even with teacher reminders Off-task during class time and often the source of distractions for others Often does not attempt to reduce or avoid distractions (e.g., does not move away from noisy neighbor despite disruptions)

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Compliance—Follows instructions, procedures, and rules.
Performance Level Descriptors for Compliance	
Highly Effective (7.05)	<ul style="list-style-type: none"> • Almost always listens and adheres to teachers’ instructions • Can independently list classroom expectations and/or rules and explain some of the rationale behind them (e.g., “We don’t talk in the halls so we don’t disturb other classrooms.”) • Follows school and classroom rules independently, even when not being directly supervised
Effective (5.93)	<ul style="list-style-type: none"> • Can list classroom expectations and/or rules with assistance (e.g., can list not talking in the hallway as a rule when teacher asks students to list classroom expectations) • Follows most school and classroom rules when directly supervised
Somewhat Effective (3.32)	<ul style="list-style-type: none"> • Sometimes listens and adheres to teachers’ instructions • Occasionally needs reminders to follow classroom rules while directly supervised
Not Effective (1.86)	<ul style="list-style-type: none"> • Often ignores school and classroom rules even when being monitored or directly supervised • Rarely listens and/or adheres to teachers’ instructions • Can list few or no classroom expectations and/or rules, even with assistance (e.g., needs to be reminded of the rules often)

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Respect for Rules/Authority—Shows respect and appreciation for authority figures and rules.
Performance Level Descriptors for Rules/Authority	
Highly Effective (6.78)	<ul style="list-style-type: none"> • Almost always follows classroom rules and/or procedures when there is a substitute teacher • Usually uses appropriate tone and language when speaking to authority figures • Almost always complies without complaint to requests given to him/her by teachers or other authority figures • Always shows respect for teachers and other school staff
Effective (5.98)	<ul style="list-style-type: none"> • Usually follows classroom rules and/or procedures when there is a substitute teacher • Usually shows respect for teachers and other school staff • Usually complies without complaint to requests given to him/her by teachers or other authority figures
Somewhat Effective (3.89)	<ul style="list-style-type: none"> • Inconsistently follows classroom rules and/or procedures when there is a substitute teacher • Sometimes fails to use appropriate tone and language when speaking to authority figures • Usually complies but may complain when responding to a request given to him/her by teachers or other authority figures • Sometimes shows respect for teachers and other school staff
Not Effective (1.77)	<ul style="list-style-type: none"> • Rarely shows respect for teachers and/or other school staff • Does not follow rules and/or procedures when there is a substitute teacher • Rarely speaks to those in authority using appropriate tone and language • Refuses to comply to requests given to him/her by teachers or other authority figures

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Goal Striving—Takes action without being asked and sets high goals.
Performance Level Descriptors for Goal Striving	
Highly Effective (7.02)	<ul style="list-style-type: none"> • Seeks opportunities to learn new skills • Begins work immediately after teachers give instructions • Usually understands and independently works toward meeting teacher expectations for schoolwork • Independently sets high personal expectations for schoolwork and works toward meeting them • Starts classwork and assignments without needing to be prompted
Effective (6.60)	<ul style="list-style-type: none"> • Starts classwork and assignments with minimal prompting • Begins work soon after teachers give instructions • Often spends time improving his/her skills without encouragement • Sometimes completes tasks that are not required • Tries to learn new skills without much encouragement
Somewhat Effective (5.10)	<ul style="list-style-type: none"> • Needs some additional reminders in order to begin work after teachers give instructions • Rarely completes optional tasks • Occasionally spends time improving his/her skills • Tries to learn new skills with considerable encouragement • Understands teacher expectations for schoolwork but needs support to work toward meeting them
Not Effective (2.06)	<ul style="list-style-type: none"> • Does not work toward meeting teacher expectations even when provided with significant support • Rarely spends time improving his/her skills even when there is an external motivator • Usually does not try to learn new skills even with considerable encouragement • Rarely completes voluntary tasks • Needs multiple prompts before beginning classwork and assignments

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Restraint—Resists the impulse to act on desire.
Performance Level Descriptors for Restraint	
Highly Effective (7.02)	<ul style="list-style-type: none"> Stays on-task almost all of the time during distractions Almost never disrupts class by behaving impulsively (e.g., calling out answers, interrupting others)
Effective (6.05)	<ul style="list-style-type: none"> Usually makes some progress on required tasks before going on to a preferred activity Rarely disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) Stays on-task during distractions most of the time
Somewhat Effective (3.64)	<ul style="list-style-type: none"> Occasionally disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) Sometimes goes off-task during distractions
Not Effective (1.75)	<ul style="list-style-type: none"> Abandons tasks at the first sign of a distraction Frequently disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) Makes little progress on required tasks before going on to a preferred activity

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Thinking before Acting—Takes the time to consider his or her options, potential consequences, and steps that need to be taken before taking action.
Performance Level Descriptors for Thinking before Acting	
Highly Effective (7.25)	<ul style="list-style-type: none"> Always seeks advice from a trusted adult when faced with a difficult decision Takes appropriate time to think things over before acting Anticipates most of the consequences of a decision without teacher guidance
Effective (6.16)	<ul style="list-style-type: none"> Takes a little time to think things over before acting Anticipates many of the consequences of a decision with limited teacher guidance Often seeks advice from a trusted adult when faced with a difficult decision
Somewhat Effective (4.12)	<ul style="list-style-type: none"> Inconsistently takes time to think things over before acting Occasionally seeks advice from a trusted adult when faced with a difficult decision
Not Effective (2.04)	<ul style="list-style-type: none"> Does not spend any time thinking things over before acting Does not anticipate the consequences of a decision even with teacher guidance and/or support Rarely seeks advice from a trusted adult when faced with a difficult decision

Middle School

Development of the Middle School descriptors involved drafting an initial pool of 600 statements based on material provided during workshops conducted with sixth- through eighth-grade teachers. Once these were drafted, a separate group of 37 ninth-grade teachers with at least three years of teaching experience rated the behavioral statements in terms of effectiveness for successfully transitioning from middle school to high school. Descriptive statistics were generated for each statement (mean, standard deviation/error of measurement, r_{wg}), and statements with $SEM > .30$ and $r_{wg} < .66$ were generally eliminated. For a small number of cases (especially where there was initially a small number of statements for an effectiveness level within a subcomponent), statements with r_{wg} statistics above .6 were kept as long as the SEM was below .3. Other statements were deleted based on content redundancies within an effectiveness level or mean effectiveness ratings that did not fit well into one of the four effectiveness levels. At the end of the review process, 80 statements were deleted, resulting in a final number of 520 Performance Level Descriptors for Middle School.

Acting Honestly

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Truthfulness—Interacts with others in a straightforward, open, and truthful manner.
Performance Level Descriptors for Truthfulness	
Highly Effective (7.21)	<ul style="list-style-type: none"> • Almost always honest with others, even when the truth is uncomfortable for him/her • Acknowledges mistakes that he/she made without being asked, and does not make excuses for his/her behavior
Effective (6.48)	<ul style="list-style-type: none"> • Usually honest with others, even when the truth is uncomfortable for him/her • Rarely exaggerates the truth even when it is advantageous for him/her • Acknowledges mistakes that he/she made when asked about them, and rarely makes excuses for his/her behavior
Somewhat Effective (3.59)	<ul style="list-style-type: none"> • Sometimes dishonest when the truth is uncomfortable for him/her • Occasionally exaggerates the truth when it is advantageous for him/her • Will admit to mistakes that he/she made when asked about them, but may make excuses for his/her behavior
Not Effective (1.58)	<ul style="list-style-type: none"> • Frequently dishonest with others even when confronted with the truth • Refuses to acknowledge mistakes that he/she made even when asked about them, and/or blames others • Frequently exaggerates the truth and/or lies to others when it is advantageous for him/her

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Acceptance of Responsibility—Accepts responsibility for his or her actions, including giving others due credit when appropriate.
Performance Level Descriptors for Acceptance of Responsibility	
Highly Effective (7.05)	<ul style="list-style-type: none"> • Almost always accepts personal responsibility for mistakes • Highlights other group members' work instead of his/her own when praised for a team effort • Acknowledges that success was due to a group effort (e.g., "We all worked really hard.") • Almost always acknowledges and praises others' contributions toward a group project
Effective (6.38)	<ul style="list-style-type: none"> • Usually accepts personal responsibility for mistakes (e.g., "I could have done a better job keeping track of deadlines.") • Usually acknowledges everyone's contributions to a group project
Somewhat Effective (3.61)	<ul style="list-style-type: none"> • Often blames circumstances, but not others, for mistakes (e.g., "We didn't have enough time to finish everything.") • Sometimes exaggerates personal responsibility in a group effort (e.g., "I worked really hard.") • Sometimes acknowledges others' contributions to a group project
Not Effective (2.06)	<ul style="list-style-type: none"> • Does not acknowledge others' contributions toward a group project • Often blames others for mistakes (e.g., "You provided me with incomplete instructions, so that's why it wasn't on time.") • Takes personal credit for a group effort (e.g., "I did most of the work.")

Dimension	Acting Honestly
Component	Fairness
Sub-Component	Fairness—Acts in ways that are intended to be unbiased and fair to everyone.
Performance Level Descriptors for Fairness	
Highly Effective (7.00)	<ul style="list-style-type: none"> • Almost always attempts to ensure that everyone’s thoughts and opinions are heard in a group discussion • Expresses concern when others are being treated unfairly and often attempts to correct it (e.g., intervenes or gets a teacher) • Treats everyone with consideration and tries to include peers who may otherwise be left out (e.g., asks a student sitting alone to join him/her for lunch)
Effective (6.32)	<ul style="list-style-type: none"> • Usually shows concern when others are being treated unfairly and sometimes attempts to correct it (e.g., tells a teacher) • Usually attempts to ensure that everyone’s thoughts and opinions are heard in a group discussion • Generally treats others with consideration and includes everyone when working together (e.g., gives similar consideration to peers he/she is not friends with)
Somewhat Effective (4.91)	<ul style="list-style-type: none"> • Often treats others with consideration but does not always include everyone when working together (e.g., listens to friends’ ideas more frequently than a peer he/she is not friends with) • Sometimes shows concern when others are being treated unfairly (e.g., asks a friend if he/she is okay later) • Sometimes makes effort to ensure that everyone’s thoughts and opinions are heard in a group discussion
Not Effective (1.86)	<ul style="list-style-type: none"> • Makes no effort to ensure that everyone’s thoughts and opinions are heard in a group discussion • Does not usually treat others fairly (e.g., rarely listens to others' ideas when working in a group with peers) • Ignores instances when others are being treated unfairly, unless it impacts him/her

Dimension	Acting Honestly
Component	Modesty
Sub-Component	Modesty—Avoids boasting or acting superior to others and is humble about achievements.
Performance Level Descriptors for Modesty	
Highly Effective (7.01)	<ul style="list-style-type: none"> • Almost always receptive to feedback from teachers even when it is not framed positively • Returns compliments to others when receiving praise • Honestly discusses both achievements and shortcomings • Accepts praise without boasting
Effective (5.84)	<ul style="list-style-type: none"> • Rarely exaggerates past achievements to appear more accomplished • Usually receptive to feedback from teachers when it is framed positively
Somewhat Effective (3.43)	<ul style="list-style-type: none"> • Sometimes exaggerates past achievements to appear more accomplished than others • Occasionally boasts when receiving praise
Not Effective (2.30)	<ul style="list-style-type: none"> • Ignores constructive feedback from teachers, even when it is framed positively • Frequently exaggerates past achievements to appear more accomplished than others • Boasts about accomplishments when receiving praise

Getting Along with Others

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Interpreting Emotional Reactions—Responds appropriately to emotional reactions from others.
Performance Level Descriptors for Interpreting Emotional Reactions	
Highly Effective (6.96)	<ul style="list-style-type: none"> • Consistently asks questions to help his/her understanding of what others are feeling and why • Encourages others to talk about their feelings when appropriate, and listens attentively while they are talking
Effective (6.57)	<ul style="list-style-type: none"> • Often asks questions to help him/her understand what others are feeling • Can correctly identify what others are feeling much of the time • Listens to others talk about their feelings and shows he/she is listening (e.g., nodding, giving eye contact)
Somewhat Effective (5.18)	<ul style="list-style-type: none"> • Does not interrupt others when they are discussing their feelings, but does not always listen attentively • Sometimes asks questions to help him/her understand what others are feeling • Can correctly identify what others are feeling some of the time
Not Effective (2.22)	<ul style="list-style-type: none"> • Interrupts others and/or ignores what is being said when others are discussing their feelings • Rarely asks questions to help him/her understand what others are feeling • Has difficulty identifying what others are feeling most of the time

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Showing Concern—Demonstrates concern and compassion for others' feelings.
Performance Level Descriptors for Showing Concern	
Highly Effective (7.16)	<ul style="list-style-type: none"> Consistently demonstrates concern for others' feelings Comforts peers (even if they are not friends) when they are upset using appropriate and reassuring behaviors (e.g., listening empathically, or seeking help from an adult) Consistently reacts with compassion for others in a variety of circumstances, even if he/she does not know them well
Effective (6.08)	<ul style="list-style-type: none"> Usually demonstrates concern for others' feelings Usually reacts with compassion when his/her friends are in distress
Somewhat Effective (4.81)	<ul style="list-style-type: none"> Sometimes demonstrates concern for others' feelings Sometimes reacts with compassion when his/her friends are in distress Attempts to comfort his/her friends when they are upset, but does not always use appropriate behaviors (e.g., interrupts instead of listening intently)
Not Effective (1.88)	<ul style="list-style-type: none"> Rarely demonstrates concern for others' feelings Does not attempt to comfort his/her friends when they are upset Rarely reacts with compassion even when his/her friends are in distress

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Forgiveness—Continues to work or interact with others even after others have wronged (e.g., deceived, hurt) him or her as appropriate.
Performance Level Descriptors for Forgiveness	
Highly Effective (6.88)	<ul style="list-style-type: none"> • Almost always gives others a second chance without holding a grudge • Almost always accepts apologies from others • Easily and happily works with others following conflict
Effective (6.12)	<ul style="list-style-type: none"> • Usually gives others a second chance without holding a grudge • Usually accepts sincere apologies from others • Usually willing to work with others following conflict
Somewhat Effective (3.63)	<ul style="list-style-type: none"> • Grudgingly works with others following conflict • May need convincing in order to accept apologies from others • Sometimes gives others a second chance, though he/she may continue to have hard feelings
Not Effective (1.77)	<ul style="list-style-type: none"> • Refuses to work with others following conflict • Rarely gives others a second chance and/or continues to hold grudges • Often refuses to acknowledge apologies from others

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Trust—Interactions with others are influenced by a belief that others generally have good intentions (e.g., others are usually honest and will do what they say they will do).
Performance Level Descriptors for Trust	
Highly Effective (6.73)	<ul style="list-style-type: none"> • When working as part of a group, he/she trusts that group members will complete their tasks to the best of their ability • Has appropriately trusting relationships with all friends and teachers
Effective (5.69)	<ul style="list-style-type: none"> • Has appropriately trusting relationships with many friends and teachers • Gives most people the benefit of the doubt
Somewhat Effective (4.27)	<ul style="list-style-type: none"> • When working as part of a group, he/she assumes that some group members will not complete their tasks • Gives certain people the benefit of the doubt
Not Effective (1.92)	<ul style="list-style-type: none"> • Frequently mistrusts others, even when there is little reason to do so • When working as part of a group, he/she assumes that all other group members will not complete their tasks

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Assisting Others—Helps others as needed.
Performance Level Descriptors for Assisting Others	
Highly Effective (7.09)	<ul style="list-style-type: none"> • Almost always provides assistance to those who need it (e.g., notices a peer drop books down the hall and goes to help) • Often volunteers to help others, even if he/she doesn't know them • Almost always offers help to others in need without needing to be asked
Effective (6.69)	<ul style="list-style-type: none"> • Usually provides assistance to those who need it (e.g., helps a peer pick up dropped books nearby) • Usually helps others without needing to be asked
Somewhat Effective (5.42)	<ul style="list-style-type: none"> • Sometimes provides assistance to those who need it (e.g., helps a friend pick up dropped books) • Sometimes volunteers to help others, even if he/she doesn't know them • Helps others when he/she is asked for assistance • Is sometimes able to identify when others need help
Not Effective (1.85)	<ul style="list-style-type: none"> • Refuses to help others, even when asked • Rarely or never provides assistance to those who need it (e.g., does not help a friend pick up dropped books) • Rarely or never volunteers to help others even if he/she knows them

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Selflessness—Shows generosity in sharing time and resources with others despite the impact it may have on him or her.
Performance Level Descriptors for Selflessness	
Highly Effective (6.80)	<ul style="list-style-type: none"> Helps others even when there is considerable inconvenience to doing so (e.g., arranges to help a friend with a project after school) Almost always shares his/her resources with others (e.g., volunteers to share his/her school supplies with others) Helps others without expecting anything in return
Effective (4.96)	<ul style="list-style-type: none"> Helps others when there is minimal inconvenience to doing so (e.g., is willing to take a few minutes to help a friend with a project) Often shares his/her resources with others (e.g., shares his/her school supplies during a group project)
Somewhat Effective (3.89)	<ul style="list-style-type: none"> Sometimes expects reciprocation or reward for helping others Is occasionally willing to share his/her resources with others (e.g., will loan a friend school supplies when asked to do so) Helps others only when it is not at all inconvenient for him/her to do so (e.g., helps a friend with a project when he/she is not doing anything better)
Not Effective (2.20)	<ul style="list-style-type: none"> Is unwilling to help others unless there is the guarantee of a reward for doing so Is rarely or never willing to share his/her resources with others (e.g., often will not loan school supplies to friends when asked) Does not help others unless he/she personally benefits from doing so (e.g., helps a friend with a project when he/she gets something in return)

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Respect for Others—Interacts with others in a polite and considerate manner.
Performance Level Descriptors for Respect for Others	
Highly Effective (6.55)	<ul style="list-style-type: none"> Usually apologizes without being reminded or asked to do so when he/she has offended others Almost always speaks to peers and teachers politely, using respectful language and tone
Effective (5.60)	<ul style="list-style-type: none"> Sometimes apologizes without being reminded or asked to do so when he/she has offended others Rarely uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others Usually speaks to peers and teachers politely
Somewhat Effective (2.87)	<ul style="list-style-type: none"> Sometimes uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others Often needs reminders from adults to apologize when he/she has offended others Often speaks to teachers politely, but sometimes fails to do so with peers
Not Effective (1.53)	<ul style="list-style-type: none"> Rarely speaks to peers and/or teachers politely Consistently uses impolite gestures or other non-verbal communication (e.g., rolls eyes) when interacting with others Rarely apologizes when he/she has offended others, even when reminded or asked to do so

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Collaboration—Completes group tasks and achieves group goals by effectively interacting with others.
Performance Level Descriptors for Collaboration	
Highly Effective (7.18)	<ul style="list-style-type: none"> • Almost always completes his/her share of group work • Asks about and listens to all group members' ideas • Demonstrates active participation in group work even without any teacher support
Effective (5.63)	<ul style="list-style-type: none"> • Usually completes his/her share of group work • Demonstrates participation in group work with only limited teacher support
Somewhat Effective (3.22)	<ul style="list-style-type: none"> • Demonstrates limited participation in group work without full teacher support • Listens to only some group members' ideas • Sometimes completes his/her share of group work
Not Effective (1.66)	<ul style="list-style-type: none"> • Rarely completes his/her share of group work • Does not actively participate in group work, even with full teacher support • Ignores or criticizes group members' ideas

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Conflict Management—Works through conflicts and disagreements productively.
Performance Level Descriptors for Conflict Management	
Highly Effective (6.66)	<ul style="list-style-type: none"> • Almost always attempts to find agreeable compromises for all group members when disagreements arise • Almost always remains polite to others during disagreements (e.g., uses respectful language, appropriate tone, and volume of voice)
Effective (5.76)	<ul style="list-style-type: none"> • Tries not to get involved when there is conflict that does not directly involve him/her • Usually remains polite to others during disagreements (e.g., does not raise voice or use rude language) • Often attempts to find compromises for group members when disagreements arise
Somewhat Effective (3.81)	<ul style="list-style-type: none"> • Takes sides in a conflict even when he/she is not directly involved, but does not engage in the argument • Sometimes remains polite to others during disagreements (e.g., may speak louder to be heard over others, but rarely uses rude language) • When attempting to compromise, only accepts ideas that are most favorable to him/her
Not Effective (1.69)	<ul style="list-style-type: none"> • Makes conflicts worse even when he/she is not directly involved (e.g., makes inflammatory statements to one or both sides) • Rarely remains polite to others during disagreements (e.g., yells to be heard and/or uses rude language) • Rarely attempts to compromise with group members when disagreements arise

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Frustrations with Others—Effectively deals with disappointment, annoyances, and setbacks related to others' actions without showing irritation or anger.
Performance Level Descriptors for Tolerating Frustrations with Others	
Highly Effective (6.78)	<ul style="list-style-type: none"> Usually remains calm when others have made mistakes that directly impact him/her (e.g., takes a deep breath to stay calm) Remains calm and polite to others even when he/she is frustrated with them Almost never yells or argues with others when frustrated
Effective (6.31)	<ul style="list-style-type: none"> Usually polite to others even when he/she is frustrated with them Rarely yells or argues with others when frustrated
Somewhat Effective (2.50)	<ul style="list-style-type: none"> Sometimes shows irritation when others have made mistakes that directly impact him/her (e.g., points out others' mistakes) Sometimes has difficulty remaining polite to others when he/she is frustrated with them Sometimes yells or argues with others when frustrated
Not Effective (1.54)	<ul style="list-style-type: none"> Often yells or argues with others when frustrated Responds with verbal aggression when others have made mistakes that directly impact him/her (e.g., yells or argues) Rarely shows calm or politeness when he/she is frustrated with others

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Situational Frustrations—Effectively deals with disappointment, annoyances, and setbacks related to situational factors without showing irritation or anger.
Performance Level Descriptors for Tolerating Situational Frustrations	
Highly Effective (6.93)	<ul style="list-style-type: none"> • Almost always remains calm in the face of setbacks • Deals with frustration effectively during challenging situations (e.g., takes steps to calm self) • Rarely complains when disappointed by an event
Effective (6.36)	<ul style="list-style-type: none"> • Sometimes complains when disappointed by an event, but does so without being disruptive • Generally expresses frustration appropriately during challenging situations (e.g., talking through it with others)
Somewhat Effective (4.05)	<ul style="list-style-type: none"> • Sometimes complains when angry or disappointed by an event • Sometimes remains calm in the face of setbacks • Sometimes expresses irritation (e.g., cursing, clenching fists) when frustrated during challenging situations
Not Effective (1.98)	<ul style="list-style-type: none"> • Inappropriately expresses frustration during challenging situations (e.g., yelling, hitting) • Complains regularly and loudly when disappointed by an event • Rarely remains calm in the face of setbacks

Keeping an Open Mind

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Originality—Generates new ideas related to tasks, processes, theories, etc.
Performance Level Descriptors for Originality	
Highly Effective (7.23)	<ul style="list-style-type: none"> • Completes multiple parts of a class project in an original way (e.g., layout, concept, analysis) • Actively generates new ideas or solves problems in new ways (e.g., suggesting improvements or alternatives) • Creates new ideas and/or extends existing ideas independently
Effective (6.34)	<ul style="list-style-type: none"> • Generally willing to think about new ideas and/or solving problems in new ways (e.g., suggesting improvements or alternatives) • Completes class projects in a manner that reflects some personal style • Often asks hypothetical questions (e.g., “What would happen if...”) • Creates new ideas and/or extends existing ideas with minimal prompting
Somewhat Effective (5.02)	<ul style="list-style-type: none"> • Needs help to create new and/or extend existing ideas • Completes class projects with few modifications to the provided template or example • Occasionally asks hypothetical questions (e.g., “What if...”) • Sometimes willing to think about new ideas and/or solving problems in new ways (e.g., suggesting improvements or alternatives)
Not Effective (2.33)	<ul style="list-style-type: none"> • Does not ask about and does not seem interested in any hypothetical scenarios • Rarely willing to think about new ideas and/or solving problems in new ways (e.g., suggesting improvements or alternatives) • Has difficulty extending existing or creating new ideas, even with help

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Active Imagination—Imagines and/or creates things that do not currently exist in the real world.
Performance Level Descriptors for Active Imagination	
Highly Effective (6.85)	<ul style="list-style-type: none"> Frequently describes or communicates vivid ideas Frequently chooses tasks that require imagination (e.g., creative writing) His/her completed projects are often rich in detail and show evidence of imaginative thinking
Effective (5.78)	<ul style="list-style-type: none"> Sometimes describes or communicates vivid ideas Sometimes chooses tasks that require imagination (e.g., creative writing) His/her completed projects are sometimes rich in detail and/or show evidence of imaginative thinking
Somewhat Effective (4.65)	<ul style="list-style-type: none"> His/her completed projects occasionally have appropriate detail and/or show evidence of imaginative thinking Engages in tasks that require imagination (e.g., creative writing) only when required Occasionally describes or communicates vivid ideas
Not Effective (2.67)	<ul style="list-style-type: none"> Rarely or never describes or communicates vivid ideas Avoids tasks that require imagination (e.g., creative writing) His/her completed projects are usually neither rich in detail nor show evidence of imaginative thinking

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Information-Seeking—Asks questions and searches for information on a wide variety of topic areas.
Performance Level Descriptors for Information-Seeking	
Highly Effective (7.14)	<ul style="list-style-type: none"> Asks questions that indicate a desire to learn more about ideas or topics and to think about ideas critically Uses a wide array of available resources (e.g., Internet, books, teachers) when trying to answer a question or solve a problem Consistently shows interest in learning new things
Effective (6.09)	<ul style="list-style-type: none"> Uses at least two available resources (e.g., Internet, books) when trying to answer a question or solve a problem Usually shows interest in learning new things
Somewhat Effective (4.35)	<ul style="list-style-type: none"> Occasionally shows interest in learning new things Uses one available resource (e.g., Internet) when trying to answer a question or solve a problem
Not Effective (2.69)	<ul style="list-style-type: none"> Displays resistance to the idea of learning new things Rarely uses resources to answer questions or solve problems His/her questions rarely indicate a desire to learn more or clarify ideas (e.g., simply asks “yes or no” questions)

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Depth of Knowledge—Obtains a level of knowledge that goes beyond the minimum requirements related to performing required tasks.
Performance Level Descriptors for Depth of Knowledge	
Highly Effective (7.02)	<ul style="list-style-type: none"> • Often asks questions to learn more about class material even when he/she clearly understands the assignment • Shows evidence of independently studying information about class topics (e.g., shares information from the textbook during class discussion) • Digs deeply into a topic outside of class to find more information
Effective (5.27)	<ul style="list-style-type: none"> • Sometimes asks questions about class material that go beyond the minimum required depth to complete the assignment • Occasionally shows evidence of wanting to learn more about class topics (e.g., asks questions for clarification during class discussion)
Somewhat Effective (4.61)	<ul style="list-style-type: none"> • Sometimes asks questions when class material needs clarification • Shows adequate knowledge of required assignment topics, but rarely seeks to learn more
Not Effective (2.01)	<ul style="list-style-type: none"> • Rarely or never asks questions, even when class material needs clarification • Rarely or never shows evidence of wanting to learn about class topics (e.g., does not engage in discussion during class discussion)

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Environmental Adaptability—Adjusts his or her behavior to meet the requirements of different or unfamiliar situations and environments.
Performance Level Descriptors for Environmental Adaptability	
Highly Effective (7.05)	<ul style="list-style-type: none"> Rarely has trouble adjusting to new situations (e.g., new rules, schedules, teachers) Transitions smoothly between different tasks with minimal prompting Appreciates and enjoys new or different situations Rapidly adjusts to change without needing reminders (e.g., a reminder that a class location has changed)
Effective (5.53)	<ul style="list-style-type: none"> Willing to tolerate new or different situations Transitions between different tasks with few prompts or reminders Adjusts to change fairly quickly with only minimal reminders (e.g., a reminder that a class location has changed)
Somewhat Effective (3.78)	<ul style="list-style-type: none"> Occasionally has trouble adjusting to new situations (e.g., new rules, schedules, teachers) Transitions between different tasks after multiple prompts or reminders
Not Effective (2.15)	<ul style="list-style-type: none"> Hostile toward new or different situations Has trouble transitioning or refuses to transition between different tasks, even after multiple prompts or reminders Often has difficulty adjusting to new situations (e.g., new rules, schedules, teachers) Refuses to adjust to changes, even when provided with support or reminders to do so (e.g., a reminder that a class location has changed)

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Accommodation—Adjusts existing schedules or plans in order to accommodate changes to tasks and facilitate their completion.
Performance Level Descriptors for Accommodation	
Highly Effective (7.34)	<ul style="list-style-type: none"> • Comfortable making changes to plans and/or schedules when needed • Enthusiastically embraces trying new approaches for completing tasks (e.g., “I like when we get to try new things in class.”)
Effective (6.36)	<ul style="list-style-type: none"> • Rarely has difficulty adjusting his/her approach when changes are made to original plans • Accepts new approaches for completing tasks after being convinced of their effectiveness (e.g., “I don’t mind trying new things in class.”) • Often willing to make changes to plans and/or schedules when necessary
Somewhat Effective (3.96)	<ul style="list-style-type: none"> • Reluctantly tries new approaches for completing tasks (e.g., “I’ll try it if I have to.”) • Occasionally has difficulty adjusting his/her approach when changes are made to original plans • Sometimes willing to make changes to plans and/or schedules when necessary
Not Effective (2.20)	<ul style="list-style-type: none"> • Rarely or never willing to make changes to plans and/or schedules, even when necessary • Refuses to try new approaches for completing tasks (e.g., “The new way is no good. I like the old way better.”) • Frequently has difficulty adjusting his/her approach when changes are made to original plans

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Openmindedness—Keeps an open mind when encountering ideas, opinions, and thoughts that are different from his or her own.
Performance Level Descriptors for Openmindedness	
Highly Effective (7.57)	<ul style="list-style-type: none"> Actively seeks out ideas and opinions that are different from his/her own Expresses interest in learning more about new ideas and opinions by asking questions
Effective (7.04)	<ul style="list-style-type: none"> Seeks to interact with others who have ideas that differ from his/her own Gives appropriate consideration to ideas and opinions that are different from his/her own, regardless of where they come from Shows openness to new ideas and opinions by actively listening
Somewhat Effective (5.12)	<ul style="list-style-type: none"> Considers ideas and opinions that are different from his/her own when they come from someone with a similar point of view Occasionally expresses interest in interacting with others who have ideas that differ from his/her own
Not Effective (1.88)	<ul style="list-style-type: none"> Refuses to listen to new ideas and opinions Typically refuses to consider ideas and opinions that are different from his/her own Avoids interactions where he/she will need to listen to ideas that differ from his/her own

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Embraces Diversity—Shows an interest in and respect for people from different backgrounds and cultures.
Performance Level Descriptors for Embraces Diversity	
Highly Effective (7.31)	<ul style="list-style-type: none"> Consistently respectful of people whose cultural beliefs do not align with his/her own Asks appropriate questions in order to learn more about different cultures, even when not part of the curriculum
Effective (5.72)	<ul style="list-style-type: none"> Usually respectful of people whose cultural beliefs do not align with his/her own Shows interest in learning about different cultures when included in the curriculum
Somewhat Effective (4.36)	<ul style="list-style-type: none"> Sometimes respectful of people whose cultural beliefs do not align with his/her own Shows some interest in learning about different cultures when included in the curriculum
Not Effective (1.84)	<ul style="list-style-type: none"> Rarely respectful of people whose cultural beliefs do not align with his/her own Shows little or no interest in learning about different cultures, even when included in the curriculum

Maintaining Composure

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Worry Management—Does not allow anxiety and fear to impact the completion of daily activities or tasks.
Performance Level Descriptors for Worry Management	
Highly Effective (6.87)	<ul style="list-style-type: none"> • Completes activities or tasks that cause him/her anxiety independently or with limited adult support (e.g., gives a speech to the class after independent practice) • Usually uses activities and/or resources to reduce anxiety when needed (e.g., takes a walk, talks to a friend, or seeks guidance from an adult) • The quality of his/her work is rarely impacted by worry • Recognizes when anxiety or stress is affecting him/her and takes steps to reduce stress
Effective (6.09)	<ul style="list-style-type: none"> • Attempts activities or tasks that cause him/her anxiety when provided with adult support (e.g., gives a short speech to the class after guided practice and support from the teacher) • Generally recognizes when anxiety or stress is affecting him/her • Engages in activities designed to reduce anxiety when encouraged or provided with support (e.g., tries deep breathing when it's done as a class exercise)
Somewhat Effective (4.32)	<ul style="list-style-type: none"> • The quality of his/her work is sometimes impacted by excessive worry • Sometimes needs adult support to complete activities or tasks that cause him/her anxiety (e.g., sometimes needs guided practice before giving a speech to the class) • Sometimes recognizes when anxiety or stress is affecting him/her
Not Effective (2.49)	<ul style="list-style-type: none"> • Rarely engages in activities designed to reduce anxiety, even when provided with support (e.g., does not try relaxation activities even when they are suggested or practiced by others) • The quality of his/her work is often impacted by excessive worry • Avoids activities or tasks that cause him/her anxiety, even when provided with adult support (e.g., refuses to give a speech to the class even with considerable teacher support) • Rarely recognizes when anxiety or stress is affecting him/her

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Negative Feeling Management—Does not allow negative feelings (e.g., sadness, guilt, shame) to impact the completion of daily activities or tasks.
Performance Level Descriptors for Negative Feeling Management	
Highly Effective (7.13)	<ul style="list-style-type: none"> Consistently manages negative emotions in the classroom or other settings Consistently uses several effective coping strategies to deal with negative feelings (e.g., journals or talks to friends) Reframes past mistakes or events into something positive instead of dwelling on them (e.g., “If I hadn’t failed that test, I wouldn’t have studied so hard the next time.”) Successfully manages negative emotions in order to complete daily tasks (e.g., does homework on time and to the best of his/her ability despite feeling sad)
Effective (6.17)	<ul style="list-style-type: none"> Rarely dwells on past difficulties to the point that it interferes with completing daily activities or tasks Shows evidence of trying to manage negative emotions in the classroom or other settings Generally uses adequate coping strategies to deal with negative feelings (e.g., journals or talks to friends) Rarely has difficulty completing daily tasks when he/she experiences negative emotions (e.g., completes homework on time despite feeling sad)
Somewhat Effective (3.93)	<ul style="list-style-type: none"> Sometimes has difficulty completing daily tasks when he/she experiences negative emotions (e.g., takes longer to finish homework when he/she feels sad) Sometimes dwells on past difficulties, but can make some progress toward daily activities or tasks Sometimes expresses self-criticism regarding past mistakes or events
Not Effective (2.35)	<ul style="list-style-type: none"> Often dwells on past difficulties, which prevents him/her from completing daily activities or tasks Shows difficulty managing negative emotions in the classroom or other settings Frequently has difficulty completing daily tasks when he/she experiences negative emotions (e.g., does not complete homework when he/she feels sad) Rarely uses coping strategies to deal with negative feelings, even when provided with support (e.g., does not try strategies suggested by others) Frequently or excessively expresses self-criticism regarding past mistakes or events

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Decisiveness—Makes his or her own decisions as appropriate.
Performance Level Descriptors for Decisiveness	
Highly Effective (6.60)	<ul style="list-style-type: none"> Evaluates difficult decisions after making them and seeks validation from others when appropriate Uses independent judgment to make personal decisions, but seeks advice when appropriate (e.g., decides not to join an after-school club because of other commitments) Makes decisions in a timely fashion without agonizing over them
Effective (5.53)	<ul style="list-style-type: none"> Occasionally seeks validation from others after making difficult decisions Seeks advice from others when making personal decisions (e.g., asks for input from parents or friends before deciding to join an after-school club) Makes decisions after a fair amount of consideration
Somewhat Effective (4.15)	<ul style="list-style-type: none"> Often seeks validation from others after making any decisions Seeks approval from others when making personal decisions (e.g., checks to see what his/her friends are doing before joining an after-school club)
Not Effective (2.75)	<ul style="list-style-type: none"> Hesitates to make decisions until the last minute, and even then agonizes over them Frequently defers to others when making personal decisions (e.g., decides not to join an after-school club because his/her friends don't like it)

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Independence—Works on tasks without needing a lot of support or guidance from others.
Performance Level Descriptors for Independence	
Highly Effective (7.26)	<ul style="list-style-type: none"> • Makes excellent progress on most tasks without assistance from others • Consistently completes independently-oriented assignments without needing approval or support from others
Effective (6.48)	<ul style="list-style-type: none"> • Asks for help after multiple independent attempts at addressing a difficult assignment • Rarely needs additional support from others in order to make adequate progress on tasks and assignments • Rarely needs approval or support from others to make progress on independently-oriented assignments
Somewhat Effective (5.22)	<ul style="list-style-type: none"> • Occasionally relies on others to approve or support his/her work when making progress on independently-oriented assignments • Asks for help after cursory attempts to work on assignments that appear difficult • Sometimes needs additional support from others in order to make adequate progress on tasks and assignments
Not Effective (2.90)	<ul style="list-style-type: none"> • Does not make adequate progress on tasks or assignments without a great deal of support from others • Needs approval or support from others to make progress on independently-oriented assignments • Asks for help before even attempting to work on assignments that appear difficult

Socializing with Others

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Taking Charge—Seeks out positions of leadership as appropriate.
Performance Level Descriptors for Taking Charge	
Highly Effective (6.88)	<ul style="list-style-type: none"> • Takes initiative to provide leadership in groups when he/she sees a need • When assigning group roles, tries to divide the workload fairly regardless of personal preferences • Actively solicits and provides appropriate feedback on others' ideas • Effectively persuades others to work together during group work
Effective (5.86)	<ul style="list-style-type: none"> • Often provides ideas for group tasks, but may dominate the discussion or direction of the task • When assigning group roles, considers group members' preferences • Attempts to persuade others to work together during group work, but may need to seek assistance from an adult • Willing to take on leadership roles when asked
Somewhat Effective (4.17)	<ul style="list-style-type: none"> • Only takes on leadership roles when specifically asked • Sometimes tries to get noticed when performing group tasks • Encourages others to work together only when needed (e.g., when there is a disagreement)
Not Effective (2.52)	<ul style="list-style-type: none"> • Rarely or never encourages group members to work together • Unwilling to take on leadership roles even when specifically asked • Almost always tries to avoid being noticed when performing group tasks • Rarely provides input or ideas during group tasks, and often follows the direction of other group members

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Cheerful Mood—Generally presents an upbeat and hopeful mood when interacting with others.
Performance Level Descriptors for Cheerful Mood	
Highly Effective (7.08)	<ul style="list-style-type: none"> Consistently makes encouraging comments (e.g., “Try again, you’ll get it this time.”) Consistently expresses positive ideas or opinions
Effective (6.57)	<ul style="list-style-type: none"> Redirects negative conversations to positive topics Often expresses positive ideas or opinions Expresses appropriate positive emotions when interacting with others Often makes encouraging comments (e.g., “That’s a good idea!”)
Somewhat Effective (4.40)	<ul style="list-style-type: none"> Sometimes participates in negative conversations Expresses some positive emotions when interacting with others Sometimes expresses positive ideas or opinions
Not Effective (2.03)	<ul style="list-style-type: none"> Encourages negative conversations Frequently makes discouraging comments (e.g., “That won’t work!”) Rarely expresses positive ideas or opinions Expresses few positive emotions when interacting with others

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Positive Outlook—Generally presents a positive view of situations.
Performance Level Descriptors for Positive Outlook	
Highly Effective (7.04)	<ul style="list-style-type: none"> Consistently expresses the positive side of tasks or situations (e.g., “At least all of that homework will help us prepare for the test.”) Consistently expresses a positive view of the future even when experiencing adversity Frequently identifies the good in difficult situations independently
Effective (6.35)	<ul style="list-style-type: none"> Usually expresses the positive side of tasks or situations Recognizes the good in difficult situations when provided with support Often expresses a positive view of the future
Somewhat Effective (5.20)	<ul style="list-style-type: none"> Expresses a positive view of the future about as often as he/she expresses a negative one Occasionally expresses the positive side of tasks or situations Sometimes identifies the good in difficult situations
Not Effective (2.20)	<ul style="list-style-type: none"> Often expresses the negative side of tasks or situations (e.g., “All of that homework is going to ruin my weekend.”) Frequently expresses a negative view of the future Rarely recognizes the good in difficult situations even when provided with support

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Interacting with Others—Seeks out and actively participates in social activities when appropriate.
Performance Level Descriptors for Interacting with Others	
Highly Effective (7.17)	<ul style="list-style-type: none"> Consistently makes an effort to interact with all others during group work Joins school clubs and social activities even if he/she does not know anyone in them Looks for opportunities to include others in his/her activities (e.g., sits at a larger lunch table to make room for more people or asks peers to join a study group)
Effective (6.16)	<ul style="list-style-type: none"> Usually interacts with all others during group work Joins school clubs and social activities when he/she knows at least one person in them
Somewhat Effective (2.82)	<ul style="list-style-type: none"> Interacts with others as minimally as necessary during group work Reluctantly allows others to participate in his/her activities when they ask to join (e.g., lets a peer sit at his/her lunch table)
Not Effective (1.98)	<ul style="list-style-type: none"> Excludes others from activities when they ask to join (e.g., refuses to let a peer sit at his/her lunch table) Avoids interactions during group work Does not join any school clubs or social activities

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Networking—Maintains and expands his or her social group.
Performance Level Descriptors for Networking	
Highly Effective (6.88)	<ul style="list-style-type: none"> Frequently interacts with new people regardless of the setting Frequently invites new students to participate in school or social activities Consistently puts effort into maintaining friendships
Effective (6.28)	<ul style="list-style-type: none"> Interacts with new people when also around others that he/she knows Often puts effort into maintaining friendships
Somewhat Effective (4.99)	<ul style="list-style-type: none"> Sometimes puts effort into maintaining friendships Occasionally invites new students to participate in school or social activities
Not Effective (2.26)	<ul style="list-style-type: none"> Rarely or never invites new students to participate in school or social activities Does not interact with new people even when also around others that he/she knows Puts minimal or no effort toward maintaining friendships

Sustaining Effort

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Timeliness—Follows a predetermined schedule for appointments/classes and tasks.
Performance Level Descriptors for Timeliness	
Highly Effective (7.13)	<ul style="list-style-type: none"> ● Usually arrives to school and class on time and is almost never absent ● Almost always completes tasks on time without needing reminders ● Allocates time needed to finish tasks by due dates without guidance
Effective (6.40)	<ul style="list-style-type: none"> ● If needed, usually seeks help meeting deadlines before due dates ● Allocates time needed to finish tasks by due dates with guidance ● Seeks help meeting deadlines, when needed, well in advance of due dates
Somewhat Effective (4.85)	<ul style="list-style-type: none"> ● Sometimes completes tasks on time when provided with reminders ● Sometimes arrives to school and/or class on time but is rarely absent ● If needed, sometimes seeks help meeting deadlines at the last minute
Not Effective (1.98)	<ul style="list-style-type: none"> ● Rarely completes tasks on time (misses deadlines or turns in incomplete work), even when given frequent reminders ● Frequently arrives to school and/or class late or is absent ● Consistently does not allocate enough time to finish tasks by due dates even with help

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Follow-Through—Meets commitments and works on tasks until they are complete.
Performance Level Descriptors for Follow-Through	
Highly Effective (7.04)	<ul style="list-style-type: none"> Follows through on most commitments even during difficult circumstances (e.g., even if tired or busy) Always completes his/her portion of group work Remains on-task in class even without direct supervision
Effective (5.69)	<ul style="list-style-type: none"> Stays on-task when prompted Usually follows through on most commitments when circumstances allow (e.g., when not too difficult) Usually completes his/her portion of group work
Somewhat Effective (3.57)	<ul style="list-style-type: none"> Needs supervision to remain on-task in class Sometimes follows through on commitments when circumstances allow (e.g., when fairly convenient) Sometimes completes his/her portion of group work
Not Effective (1.78)	<ul style="list-style-type: none"> Does not remain on-task in class even with supervision Rarely follows through on commitments regardless of circumstances (e.g., even when easy and/or convenient) Rarely completes his/her portion of group work

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Quality—Submits high-quality work.
Performance Level Descriptors for Quality	
Highly Effective (7.51)	<ul style="list-style-type: none"> Actively seeks feedback to improve work and makes needed revisions Consistently turns in work that meets or exceeds expected standards
Effective (6.50)	<ul style="list-style-type: none"> Makes needed revisions to work when provided with feedback His/her work meets most or all expected standards
Somewhat Effective (3.70)	<ul style="list-style-type: none"> Makes minimal or superficial revisions to work when provided with feedback His/her work meets some expected standards
Not Effective (1.80)	<ul style="list-style-type: none"> Does not make revisions to work despite feedback His/ her work falls below expected standards

Dimension	Sustaining Effort
Component	Order
Sub-Component	Organization—Uses a systematic approach to organize tasks and materials.
Performance Level Descriptors for Organization	
Highly Effective (7.26)	<ul style="list-style-type: none"> Keeps all of his/her materials organized (e.g., kept in correct folders) Uses tools (e.g., planner) to organize multiple kinds of class information (e.g., homework due dates, exam dates) without encouragement Follows rubrics or checklists when completing assignments even without teacher reminders
Effective (6.50)	<ul style="list-style-type: none"> Keeps most of his/her class materials organized (e.g., kept in folders, though he/she may occasionally misplace items) Uses tools (e.g., planner) to organize some class information (e.g., homework due dates) without reminders Usually follows rubrics or checklists when completing assignments when reminded by teachers
Somewhat Effective (3.70)	<ul style="list-style-type: none"> Follows rubrics or checklists when completing assignments when reminded by teachers Keeps most of his/her class materials somewhat organized (e.g., kept in the same place, like a backpack or locker, but it is hard for him/her to locate specific items)
Not Effective (1.80)	<ul style="list-style-type: none"> Does not follow rubrics or checklists when completing assignments Most of his/her class materials are not organized (e.g., kept in different places, and important items are often lost or misplaced) Does not use tools (e.g., planner) to organize class information (e.g., homework due dates) when even when encouraged to do so

Dimension	Sustaining Effort
Component	Order
Sub-Component	Planning—Creates and follows appropriate schedules or timelines for tasks.
Performance Level Descriptors for Planning	
Highly Effective (7.27)	<ul style="list-style-type: none"> • Almost always able to break large projects or tasks into smaller components without help from a teacher • Effectively prioritizes work tasks over leisure even without help from adults • Independently creates a plan for completing assignments that includes time and resources needed
Effective (6.05)	<ul style="list-style-type: none"> • With some adult guidance, creates a plan for completing assignments that includes time and resources needed • Usually breaks large projects or tasks into smaller components, but needs help to effectively monitor progress using provided schedules/timelines • Prioritizes work tasks over leisure when given help or feedback
Somewhat Effective (3.92)	<ul style="list-style-type: none"> • Needs significant adult support and guidance to create a plan for completing assignments that includes time and resources needed • Needs help from a teacher in order to break large projects or tasks into smaller components
Not Effective (2.39)	<ul style="list-style-type: none"> • Does not plan for time and resources needed to complete assignments even with adult support or guidance • Frequently unable to break large tasks or projects into smaller components or use provided schedules to monitor progress even with help from a teacher

Dimension	Sustaining Effort
Component	Order
Sub-Component	Monitoring—Checks to make sure progress is being made toward the completion of tasks.
Performance Level Descriptors for Monitoring	
Highly Effective (7.39)	<ul style="list-style-type: none"> • Almost always uses a checklist to keep track of progress on assignments • Evaluates progress on assignments by checking it against assignment rubric or asking teacher
Effective (6.65)	<ul style="list-style-type: none"> • Usually uses a checklist to keep track of progress on assignments • Frequently evaluates progress on assignments by checking it against assignment rubric
Somewhat Effective (4.93)	<ul style="list-style-type: none"> • Sometimes evaluates progress on assignments by checking it against assignment rubric • Sometimes uses a checklist to keep track of progress on assignments
Not Effective (2.32)	<ul style="list-style-type: none"> • Rarely or never uses a checklist to keep track of progress on assignments • Does not evaluate progress on assignments by checking it against assignment rubric

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Overcoming Challenges—Continues to work on tasks despite the difficulty level, the presence of significant obstacles, or previous setbacks.
Performance Level Descriptors for Overcoming Challenges	
Highly Effective (7.13)	<ul style="list-style-type: none"> Continues working independently even when a task is difficult and is often able to overcome obstacles on his/her own Willingly attempts challenging tasks and often perseveres through frustrations Seeks feedback and changes behavior in order to improve after making a mistake (e.g., asks teacher what he/she should do differently next time)
Effective (6.57)	<ul style="list-style-type: none"> Continues working on difficult tasks and is able to overcome obstacles when provided with support from a teacher or classmate Attempts challenging tasks and generally only asks for help when frustrated Usually responds to feedback, changes behavior, and tries again after making a mistake (e.g., tries a suggestion the teacher made)
Somewhat Effective (3.89)	<ul style="list-style-type: none"> Has some difficulty working through obstacles when they arise, even with support from a teacher or classmate Only tries again after making a mistake with a lot of encouragement and guidance Will attempt challenging tasks if needed but immediately seeks assistance when difficulties arise
Not Effective (1.61)	<ul style="list-style-type: none"> Does not attempt challenging tasks and/or gives up at the first sign of difficulty Unwilling to try again after making a mistake even with support from a teacher or classmate Refuses to continue to work on tasks when they become difficult, even with support from a teacher or classmate

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Maintaining Effort—Puts in the time and sustained energy needed to successfully complete a task.
Performance Level Descriptors for Maintaining Effort	
Highly Effective (7.41)	<ul style="list-style-type: none"> • Uses all available time to make progress on assignments (e.g., works steadily through study hall) • Often exceeds expectations by putting more than the necessary time and effort into classwork
Effective (6.57)	<ul style="list-style-type: none"> • Uses most available time to make progress on assignments (e.g., uses most of study hall for classwork) • Maintains an adequate level of effort needed to complete tasks in a timely fashion even when they are uninteresting
Somewhat Effective (3.54)	<ul style="list-style-type: none"> • Inconsistently puts the necessary time and effort into classwork to meet expectations • Maintains a minimal level of effort needed to eventually complete tasks when they are uninteresting • Uses some available time to make progress on assignments (e.g., takes a lot of breaks from classwork during study hall)
Not Effective (1.87)	<ul style="list-style-type: none"> • Does not put any effort into completing tasks that he/she finds uninteresting • Rarely or never puts the necessary time and effort into classwork to meet expectations • Uses very little available time to make progress on assignments (e.g., does not start classwork or frequently stops during study hall)

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Focusing—Maintains attention on the current activity despite the nature of the task or distractions.
Performance Level Descriptors for Focusing	
Highly Effective (7.19)	<ul style="list-style-type: none"> • Appears consistently engaged during class time • Actively reduces or avoids distractions when possible and seeks assistance when needed (e.g., requests to be moved to a quieter seat) • Almost always rebounds quickly from distractions and resumes a high level of focus
Effective (6.51)	<ul style="list-style-type: none"> • Demonstrates academic engagement during most of class time • Tries to reduce or avoid distractions (e.g., ignores or does not respond to a noisy neighbor)
Somewhat Effective (5.36)	<ul style="list-style-type: none"> • Sometimes recovers focus after a distraction and generally gets back on task • Demonstrates academic engagement during parts of class time
Not Effective (1.78)	<ul style="list-style-type: none"> • Off-task during class time and often the source of distractions for others • Frequently does not appear engaged during class time • Frequently unable to recover focus after a distraction and remains off-task • Usually does not attempt to reduce or avoid distractions (e.g., does not move away from noisy neighbor)

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Compliance—Follows instructions, procedures, and rules.
Performance Level Descriptors for Compliance	
Highly Effective (7.32)	<ul style="list-style-type: none"> • Almost always follows school and classroom rules, even when not being supervised • Can independently list classroom expectations and/or rules and explain the rationale behind them • Promptly and respectfully complies with requests given to him/her by teachers or other school staff • Always listens to and follows teachers' instructions
Effective (6.51)	<ul style="list-style-type: none"> • Usually listens to and follows teachers' instructions • Can independently list most classroom expectations and/or rules • Follows school and classroom rules with few reminders
Somewhat Effective (4.91)	<ul style="list-style-type: none"> • Sometimes listens to and follows teachers' instructions • Can list some classroom expectations and/or rules with assistance • Usually complies with requests given to him/her by teachers or other school staff, but may complain
Not Effective (1.71)	<ul style="list-style-type: none"> • Refuses to comply with requests given to him/her by teachers or other school staff • Rarely listens to and/or follows teachers' instructions • Often ignores school and classroom rules even when being supervised • Can list few or no classroom expectations and/or rules, even with assistance

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Respect for Rules/Authority—Shows respect and appreciation for authority figures and rules.
Performance Level Descriptors for Respect for Rules/Authority	
Highly Effective (7.07)	<ul style="list-style-type: none"> • Almost always shows respect for teachers and other school staff • Almost always speaks to those in authority using appropriate tone and language • Expresses a very positive attitude toward authority figures or rules
Effective (5.84)	<ul style="list-style-type: none"> • Expresses a moderately positive attitude toward authority figures or rules • Usually shows respect for teachers and other school staff • Usually speaks to those in authority using appropriate tone and language • Rarely interrupts or talks over authority figures when they are providing instructions
Somewhat Effective (2.99)	<ul style="list-style-type: none"> • Sometimes interrupts or talks over authority figures when they are providing instructions • Sometimes fails to speak to those in authority using appropriate tone and language • Occasionally expresses a dislike of authority figures or rules • Sometimes shows respect for teachers and other school staff
Not Effective (1.71)	<ul style="list-style-type: none"> • Rarely shows respect for teachers and/or other school staff • Rarely speaks to those in authority using appropriate tone and language • Frequently expresses a negative attitude toward authority figures or rules • Frequently interrupts or talks over authority figures when they are providing instructions

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Self-Improvement—Works hard to become more effective by learning new skills/knowledge or improving existing skills.
Performance Level Descriptors for Self-Improvement	
Highly Effective (7.15)	<ul style="list-style-type: none"> Regularly spends time improving his/her skills and/or knowledge (e.g., practicing an instrument or researching a topic in depth) Seeks opportunities to learn new skills Asks for constructive feedback from others and responds with continued effort
Effective (6.14)	<ul style="list-style-type: none"> Accepts and responds to constructive feedback from others but does not seek it out Willing to learn new skills without much encouragement
Somewhat Effective (3.60)	<ul style="list-style-type: none"> Reluctantly responds to most constructive feedback from others Occasionally spends time improving his/her skills and/or knowledge (e.g., practicing an instrument or researching a topic in depth)
Not Effective (2.01)	<ul style="list-style-type: none"> Frequently unwilling to learn new skills even with considerable encouragement Rarely spends time improving his/her skills and/or knowledge (e.g., practicing an instrument or researching a topic in depth) Ignores constructive feedback from others

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Initiative—Takes action without being asked to do so.
Performance Level Descriptors for Initiative	
Highly Effective (7.20)	<ul style="list-style-type: none"> Starts classwork and assignments without needing to be prompted Begins work immediately after teachers give instructions
Effective (6.33)	<ul style="list-style-type: none"> Starts classwork and assignments with minimal prompting Begins work soon after teachers give instructions Sometimes completes tasks that are not required
Somewhat Effective (4.15)	<ul style="list-style-type: none"> Needs some additional reminders in order to begin work after teachers give instructions Rarely completes optional tasks
Not Effective (2.11)	<ul style="list-style-type: none"> Does not start classwork and/or assignments even with multiple prompts Rarely completes voluntary tasks Needs considerable prompting/reminders in order to begin work after teachers give instructions

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Goal-Setting—Sets high but achievable goals for self-improvement and advancement.
Performance Level Descriptors for Goal-Setting	
Highly Effective (7.14)	<ul style="list-style-type: none"> Assesses progress toward meeting goals with no reminders Sets realistic goals for him/herself and has a plan for achieving them Sets progressively higher goals for him/herself Continues to set challenging goals for him/herself after achieving previously set goals
Effective (6.28)	<ul style="list-style-type: none"> Assesses progress toward meeting goals with minimal reminders Sets realistic goals for him/herself fairly often
Somewhat Effective (4.92)	<ul style="list-style-type: none"> Needs assistance to set realistic goals for him/herself Sets modest goals for him/herself when previously set goals have been achieved
Not Effective (2.25)	<ul style="list-style-type: none"> Rarely sets realistic goals for him/herself, even with assistance Refuses to set additional goals for him/herself when previously set goals have been achieved Rarely assesses progress toward meeting goals, even with assistance

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Restraint—Resists the impulse to act on a desire.
Performance Level Descriptors for Restraint	
Highly Effective (7.14)	<ul style="list-style-type: none"> Stays on-task even when there are significant distractions Almost never disrupts class by behaving impulsively (e.g., calling out answers, interrupting others)
Effective (6.48)	<ul style="list-style-type: none"> Rarely disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) Rarely interrupts his/her own learning by acting impulsively (e.g., checking his/her phone, talking to friends during class) Stays on-task during distractions most of the time
Somewhat Effective (3.32)	<ul style="list-style-type: none"> Sometimes interrupts his/her own learning by acting impulsively (e.g., checking his/her phone, talking to friends during class) Sometimes goes off-task during distractions
Not Effective (1.76)	<ul style="list-style-type: none"> Abandons tasks at the first sign of a distraction Frequently disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) Frequently interrupts his/her own learning by acting impulsively (e.g., frequently checking his/her phone, talking to friends during class)

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Thinking before Acting—Takes the time to consider his or her options, potential consequences, and steps that need to be completed before taking action.
Performance Level Descriptors for Thinking before Acting	
Highly Effective (7.06)	<ul style="list-style-type: none"> • Takes time to think things over before making important decisions or working on important tasks • Almost always considers the pros and cons of a decision before acting
Effective (6.22)	<ul style="list-style-type: none"> • Takes at least some time to think things over before making important decisions or working on important tasks • Usually seeks advice about what to do when the stakes are high (e.g., reaches out to teacher for extra help to avoid failing a test) • Often considers the pros and cons of a decision before acting
Somewhat Effective (4.77)	<ul style="list-style-type: none"> • Sometimes seeks advice about what to do when the stakes are high (e.g., reaches out to teacher for extra help to avoid failing a test) • Sometimes considers the pros and cons of a decision before acting • Occasionally takes at least some time to think things over before making important decisions or working on important tasks
Not Effective (2.09)	<ul style="list-style-type: none"> • Rarely considers the pros and cons of a decision before acting • Rarely seeks advice about what to do when the stakes are high (e.g., does not study and fails test) • Does not think things through before making important decisions or working on important tasks

High School

Development of the High School descriptors involved drafting an initial pool of 648 statements, based on material provided during workshops conducted with ninth- through twelfth-grade teachers. Once these were drafted, a separate group of 37 twelfth-grade teachers with at least three years of teaching experience rated the behavioral statements in terms of effectiveness for successfully transitioning to a postsecondary institution. Descriptive statistics were generated for each statement (mean, standard deviation/error of measurement, r_{wg}), and statements with $SEM > .30$ and $r_{wg} < .66$ were generally eliminated. For a small number of cases (especially where there was initially a small number of statements for an effectiveness level within a subcomponent), statements with r_{wg} statistics above .6 were kept as long as the SEM was below .3. Other statements were deleted based on content redundancies within an effectiveness level or mean effectiveness ratings that did not fit well into one of the four effectiveness levels. At the end of the review process, 108 statements were deleted, resulting in a final number of 540 Performance Level Descriptors for High School.

Note: In two instances (the Somewhat Effective levels of the Planning and Focusing subcomponents), there were no statements remaining in the effectiveness level after the review process. In these two instances, statements from adjacent age groups were used to supplement missing statements. The two effectiveness levels where this occurred are denoted with an “*” and an average of the effectiveness ratings of these statements from the adjacent age groups is provided.

Acting Honestly

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Truthfulness—Interacts with others in a straightforward, open, and truthful manner.
Performance Level Descriptors for Truthfulness	
Highly Effective (7.40)	<ul style="list-style-type: none"> Almost always honest with others, even when the truth is uncomfortable for him/her Acknowledges mistakes that he/she made without being asked, and does not make excuses for his/her behavior
Effective (6.61)	<ul style="list-style-type: none"> Rarely exaggerates the truth even when it is advantageous for him/her Usually honest with others, even when the truth is uncomfortable for him/her
Somewhat Effective (3.49)	<ul style="list-style-type: none"> Sometimes dishonest when the truth is uncomfortable for him/her Occasionally exaggerates the truth when it is advantageous for him/her Will admit mistakes that he/she made when asked about them, but may make excuses
Not Effective (1.78)	<ul style="list-style-type: none"> Refuses to acknowledge mistakes that he/she made or blames others Frequently dishonest with others even when confronted with the truth Frequently exaggerates the truth or lies to others when it is advantageous for him/her

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Acceptance of Responsibility—Accepts responsibility for his or her actions, including giving others due credit when appropriate.
Performance Level Descriptors for Acceptance of Responsibility	
Highly Effective (7.34)	<ul style="list-style-type: none"> • Almost always accepts personal responsibility for mistakes • Almost always acknowledges and praises others' contributions toward a group project • Acknowledges that success was due to a team effort
Effective (6.90)	<ul style="list-style-type: none"> • Usually acknowledges everyone's contributions to a group project • Highlights other team members' contributions instead of his/her own when praised for a team effort • Usually accepts personal responsibility for mistakes (e.g., "I could have done a better job keeping track of deadlines.")
Somewhat Effective (3.12)	<ul style="list-style-type: none"> • Often blames circumstances, but not others, for mistakes (e.g., "We didn't have enough time.") • Sometimes exaggerates personal responsibility in a group effort • Sometimes acknowledges others' contributions to a group project
Not Effective (1.81)	<ul style="list-style-type: none"> • Often blames others for mistakes (e.g., "You provided me with incomplete instructions.") • Does not acknowledge others' contributions toward a group project

Dimension	Acting Honestly
Component	Fairness
Sub-Component	Fairness—Acts in ways that are intended to be unbiased and fair to everyone.
Performance Level Descriptors for Fairness	
Highly Effective (7.20)	<ul style="list-style-type: none"> • Almost always questions rules or policies that appear to favor one group over another • Almost always attempts to ensure that everyone’s thoughts and opinions are heard in a group discussion • Almost always shows concern when others are being treated unfairly and persists in attempts to correct it
Effective (6.48)	<ul style="list-style-type: none"> • Usually shows concern when others are being treated unfairly and sometimes attempts to correct it • Usually attempts to ensure that everyone’s thoughts and opinions are heard in a group discussion
Somewhat Effective (5.38)	<ul style="list-style-type: none"> • Sometimes shows concern when others are being treated unfairly • Sometimes makes an effort to ensure that everyone’s thoughts and opinions are heard in a group discussion
Not Effective (2.32)	<ul style="list-style-type: none"> • Makes no effort to ensure that everyone’s thoughts and opinions are heard in a group discussion • Ignores instances when others are being treated unfairly, unless it impacts him/her • Rarely questions rules or policies that appear to favor one group over another

Dimension	Acting Honestly
Component	Modesty
Sub-Component	Modesty—Avoids boasting or acting superior to others and is humble about achievements.
Performance Level Descriptors for Modesty	
Highly Effective (7.28)	<ul style="list-style-type: none"> • Returns compliments to others when receiving praise • Almost always recognizes areas where he/she is below average as compared to his/her peers, even when others do not point these areas out • Almost always receptive to feedback even when it is not framed positively • Honestly discusses both achievements and shortcomings • Accepts praise without boasting
Effective (5.74)	<ul style="list-style-type: none"> • Usually receptive to constructive feedback when it is framed positively • Usually recognizes areas where he/she is below average as compared to his/her peers, even when others do not point these areas out
Somewhat Effective (3.39)	<ul style="list-style-type: none"> • Sometimes exaggerates past achievements to appear more accomplished than others • Occasionally boasts when receiving praise
Not Effective (2.24)	<ul style="list-style-type: none"> • Frequently exaggerates past achievements to appear more accomplished than others • Does not recognize areas where he/she is below average as compared to his/her peers, even when these areas are pointed out to him/her by others • Ignores constructive feedback, even when it is framed positively

Getting Along with Others

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Interpreting Emotional Reactions—Responds appropriately to emotional reactions from others.
Performance Level Descriptors for Interpreting Emotional Reactions	
Highly Effective (7.24)	<ul style="list-style-type: none"> • Encourages others to talk about their feelings when appropriate, and listens attentively while they are talking • Frequently asks questions to develop a deeper understanding of what others are thinking or feeling • Consistently responds appropriately to others’ emotions
Effective (6.82)	<ul style="list-style-type: none"> • Often responds appropriately to others’ emotions • Often asks questions to help him/her understand what others are thinking or feeling • Can correctly identify what others are feeling most of the time
Somewhat Effective (5.79)	<ul style="list-style-type: none"> • Sometimes listens when others talk about their feelings • Sometimes asks questions to help him/her understand what others are thinking or feeling • Can correctly identify what others are feeling some of the time
Not Effective (2.17)	<ul style="list-style-type: none"> • Rarely listens when others talk about their feelings • Has difficulty responding appropriately to others’ emotions • Has difficulty identifying what others are feeling most of the time • Rarely asks questions to help him/her understand what others are thinking or feeling

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Showing Concern—Demonstrates concern and compassion for others' feelings.
Performance Level Descriptors for Showing Concern	
Highly Effective (7.51)	<ul style="list-style-type: none"> Consistently shows compassion or empathy for others in a variety of circumstances Comforts peers (even if they are not friends) when they are upset using appropriate and reassuring behaviors (e.g., listening empathically, or seeking help from an adult) Consistently demonstrates concern for others' feelings
Effective (6.79)	<ul style="list-style-type: none"> Usually demonstrates concern for others' feelings Usually reacts with compassion or empathy when others are in distress (e.g., offering comforting words)
Somewhat Effective (5.31)	<ul style="list-style-type: none"> Sometimes demonstrates concern for others' feelings Occasionally reacts with compassion or empathy when others are in distress (e.g., offering comforting words) Attempts to comfort his/her friends when they are upset, but does not always use appropriate behaviors (e.g., interrupts instead of listening intently)
Not Effective (1.76)	<ul style="list-style-type: none"> Rarely demonstrates concern for others' feelings Shows a lack of interest when others are discussing their feelings Rarely reacts with compassion or empathy when others are in distress (e.g., ignores them)

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Considering the Audience—Takes others' perspectives and feelings into consideration when communicating information.
Performance Level Descriptors for Considering the Audience	
Highly Effective (7.25)	<ul style="list-style-type: none"> • Appropriately adjusts conversation topics based on others' reactions (e.g., comments, questions, body language) • Consistently considers the audience's perspectives or learning styles before presenting information • His/her tone and body language consistently show consideration for the audience
Effective (6.50)	<ul style="list-style-type: none"> • Often adjusts conversation topics based on others' reactions (e.g., comments, questions, body language) • Often considers the audience's perspectives or learning styles before presenting information • His/her tone or body language often show consideration for the audience
Somewhat Effective (5.11)	<ul style="list-style-type: none"> • His/her tone or body language sometimes show consideration for the audience • Occasionally considers the audience's perspectives or learning styles before presenting information • Occasionally adjusts conversation topics based on others' reactions (e.g., comments, questions, body language)
Not Effective (2.11)	<ul style="list-style-type: none"> • Rarely considers the audience's perspectives or learning styles before presenting information • His/her tone or body language rarely show consideration for the audience • Rarely or never adjusts conversation topics based on others' reactions (e.g., comments, questions, body language)

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Forgiveness—Continues to work or interact with others even after others have wronged (e.g., deceived, hurt) him or her as appropriate.
Performance Level Descriptors for Forgiveness	
Highly Effective (7.22)	<ul style="list-style-type: none"> • Readily accepts apologies from others in order to move forward • Consistently gives others a second chance by working positively with them and not holding grudges • Works pleasantly with others following conflict
Effective (6.54)	<ul style="list-style-type: none"> • Generally willing to work with others following conflict • Often gives others a second chance without holding a grudge
Somewhat Effective (3.75)	<ul style="list-style-type: none"> • Grudgingly works with others following conflict • May need convincing in order to accept apologies from others • Sometimes gives others a second chance, but may continue to have hard feelings
Not Effective (1.74)	<ul style="list-style-type: none"> • Refuses to work with others following conflict • Refuses to acknowledge apologies from others (e.g., focuses on past wrongdoings) • Rarely gives others a second chance or continues to hold grudges

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Trust—Interactions with others are influenced by a belief that others generally have good intentions (e.g., others are usually honest and will do what they say they will do).
Performance Level Descriptors for Trust	
Highly Effective (6.72)	<ul style="list-style-type: none"> • Often willing to share personal information with others when appropriate • Almost always gives others the benefit of the doubt • When working as part of a group, trusts that group members will complete their tasks to the best of their ability
Effective (6.05)	<ul style="list-style-type: none"> • Sometimes willing to share personal information with others when appropriate • Often gives most people the benefit of the doubt
Somewhat Effective (4.59)	<ul style="list-style-type: none"> • When working as part of a group, expresses reservations that some group members will not complete tasks • Only willing to share personal information with others when he/she has known them a long time • Sometimes gives others the benefit of the doubt
Not Effective (2.20)	<ul style="list-style-type: none"> • Acts secretive and is unwilling to share personal information with others, even when they can be trusted • Frequently mistrusts others, even when there is little reason to do so • When working as part of a group, complains that other group members will not complete tasks

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Assisting Others—Helps others as needed.
Performance Level Descriptors for Assisting Others	
Highly Effective (7.06)	<ul style="list-style-type: none"> • Often volunteers to help others, even if he/she doesn't know them well or at all • Almost always able to identify when others need help • Consistently provides assistance to those who need it (e.g., lending class notes to someone who was absent)
Effective (6.20)	<ul style="list-style-type: none"> • Sometimes volunteers to help others, even if he/she doesn't know them well • Often able to identify when others need help • Usually provides assistance to those who need it (e.g., lending class notes to someone who was absent)
Somewhat Effective (4.32)	<ul style="list-style-type: none"> • Rarely volunteers to help others, unless he/she knows them personally • Sometimes provides assistance to those who need it (e.g., lending class notes to someone who was absent) • Sometimes able to identify when others need help
Not Effective (1.94)	<ul style="list-style-type: none"> • Rarely or never volunteers to help others, even when he/she knows them personally • Acts dismissive or inattentive when others need help • Rarely or never provides assistance to those who need it (e.g., lending class notes to someone who was absent)

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Selflessness—Shows generosity in sharing time and resources with others despite the impact it may have on him or herself.
Performance Level Descriptors for Selflessness	
Highly Effective (6.84)	<ul style="list-style-type: none"> Helps others even when there is significant cost or inconvenience in doing so Helps others without expecting anything in return Actively looks for opportunities for helping others who may be in need (e.g., volunteering, community service) Almost always willing to share his/her resources with others (e.g., time, possessions, food)
Effective (5.79)	<ul style="list-style-type: none"> Often willing to share his/her resources with others (e.g., time, possessions, food) Helps others when there is minimal cost or inconvenience to doing so Occasionally participates in opportunities for helping others who may be in need (e.g., volunteering, community service)
Somewhat Effective (3.19)	<ul style="list-style-type: none"> Is reluctant to participate in opportunities to help others who may be in need (e.g., volunteering, community service) Sometimes expects something in return or reward for helping others Helps others only when it is not at all inconvenient for him/her to do so (e.g., helps a friend with a project when he/she is not doing anything better) Occasionally willing to share his/her resources with others (e.g., time, possessions, food)
Not Effective (2.23)	<ul style="list-style-type: none"> Unwilling to help others unless there is the guarantee of a reward for doing so Rarely or never willing to share his/her resources with others (e.g., time, possessions, food) Avoids opportunities for helping others who may be in need (e.g., volunteering, community service) Does not help others unless he/she personally benefits from doing so

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Respect for Others—Interacts with others in a polite and considerate manner.
Performance Level Descriptors for Respect for Others	
Highly Effective (7.45)	<ul style="list-style-type: none"> • Waits patiently for his/her turn to speak with both peers and adults • Always apologizes sincerely when he/she has offended others • Consistently speaks to teachers and peers politely, using respectful language, tone, and volume
Effective (5.63)	<ul style="list-style-type: none"> • Generally waits for his/her turn to speak with adults but sometimes interrupts peers • Rarely if ever uses inappropriate or rude gestures when interacting with teachers or peers • Usually apologizes when he/she has offended others • Usually speaks to peers and teachers politely, using respectful language, tone, and volume
Somewhat Effective (4.07)	<ul style="list-style-type: none"> • Sometimes interrupts peers and adults who are talking • Often speaks to teachers politely, but sometimes fails to do so with peers • Rarely uses inappropriate or rude gestures when interacting with teachers, but occasionally does so with peers • Sometimes apologizes when he/she has offended others
Not Effective (1.76)	<ul style="list-style-type: none"> • Rarely speaks to teachers or peers politely • Rarely apologizes when he/she has offended others • Uses inappropriate or rude gestures when interacting with teachers or peers • Frequently interrupts peers and adults who are talking

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Collaboration—Completes group tasks and achieves group goals by effectively interacting with others.
Performance Level Descriptors for Collaboration	
Highly Effective (7.36)	<ul style="list-style-type: none"> • Frequently provides appropriate input to promote group effectiveness • Consistently completes his/her share of group work • Consistently demonstrates active participation in group activities or discussion • Listens to all group members' ideas
Effective (5.67)	<ul style="list-style-type: none"> • Sometimes provides appropriate input to promote group effectiveness • Completes his/her share of group work most of the time • Usually demonstrates active participation in group activities or discussion
Somewhat Effective (3.40)	<ul style="list-style-type: none"> • Listens to only some group members' ideas • Demonstrates limited participation in group activities or discussion • Sometimes completes his/her share of group work
Not Effective (1.78)	<ul style="list-style-type: none"> • Rarely completes his/her share of group work • Ignores or criticizes group members' ideas • Does not actively participate in group activities or discussion • Rarely provides appropriate input to promote group effectiveness

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Conflict Management—Works through conflicts and disagreements productively.
Performance Level Descriptors for Conflict Management	
Highly Effective (7.31)	<ul style="list-style-type: none"> Recognizes when a conversation gets heated and suggests “time out” periods or other ways to address the situation Seeks appropriate channels to mediate conflict when needed Consistently remains calm and polite even when there is tension in the group Consistently attempts to find agreeable compromises for all group members when needed Appropriately identifies sources of conflict when disagreements arise and actively suggests solutions
Effective (6.67)	<ul style="list-style-type: none"> Recognizes when a conversation gets heated and usually attempts to address the situation Often attempts to find agreeable compromises for all group members when needed Usually seeks appropriate channels to mediate conflict when needed Usually can identify sources of conflict when disagreements arise and attempts to suggest solutions Often remains calm and polite even when there is tension in the group
Somewhat Effective (4.91)	<ul style="list-style-type: none"> Sometimes remains calm and polite when there is tension in the group Occasionally can identify sources of conflict when disagreements arise Sometimes seeks assistance to mediate conflict when needed
Not Effective (2.11)	<ul style="list-style-type: none"> Rarely attempts to compromise with group members Has difficulty “backing down” when a conversation becomes heated Rarely seeks assistance to mediate conflict even when needed Rarely remains calm and polite when there is tension in the group Has difficulty identifying sources of conflict when disagreements arise

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Frustrations with Others—Effectively deals with disappointment, annoyances, and setbacks related to others' actions without showing irritation or anger.
Performance Level Descriptors for Tolerating Frustrations with Others	
Highly Effective (7.34)	<ul style="list-style-type: none"> Remains polite with others even when he/she is frustrated with them Remains calm and supportive when others have made mistakes that directly impact him/her (e.g., tells others that it's okay) Almost never yells or argues with others when frustrated
Effective (6.06)	<ul style="list-style-type: none"> Mostly remains polite with others even when he/she is frustrated with them Rarely yells or argues with others when frustrated
Somewhat Effective (3.08)	<ul style="list-style-type: none"> Sometimes has difficulty remaining calm when others have made mistakes that directly impact him/her (e.g., storms off) Sometimes has difficulty remaining polite with others when he/she is frustrated with them Sometimes yells or argues with others when frustrated
Not Effective (1.72)	<ul style="list-style-type: none"> Is rarely polite when he/she is frustrated with others Often yells or argues with others when frustrated Hardly ever remains calm when others have made mistakes that directly impact him/her (e.g., yells or curses at others)

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Situational Frustrations—Effectively deals with disappointment, annoyances, and setbacks related to situational factors without showing irritation or anger.
Performance Level Descriptors for Tolerating Situational Frustrations	
Highly Effective (6.95)	<ul style="list-style-type: none"> Expresses frustration appropriately and remains calm during challenging situations (e.g., explaining things calmly, taking a brief break) Rarely complains when disappointed by an event Rarely allows frustrations going on in his/her life to impact quality of schoolwork or the way he/she interacts with others Consistently remains calm in the face of setbacks (e.g., maintains a pleasant attitude)
Effective (5.11)	<ul style="list-style-type: none"> Sometimes complains when disappointed by an event, but does so without being disruptive Generally expresses frustration appropriately during challenging situations (e.g., talking through it with others)
Somewhat Effective (2.80)	<ul style="list-style-type: none"> Sometimes complains loudly when disappointed by an event Sometimes allows frustrations going on in his/her life to impact quality of schoolwork or the way he/she interacts with others Occasionally has difficulty remaining calm in the face of setbacks (e.g., raises voice, slams objects)
Not Effective (1.96)	<ul style="list-style-type: none"> Inappropriately expresses frustration or anger during challenging situations (e.g., yelling, cursing, physical aggression) Complains regularly and loudly when disappointed by an event Often allows frustrations going on in his/her life to impact quality of schoolwork or the way he/she interacts with others Regularly has difficulty remaining calm in the face of setbacks (e.g., raises voice, slams objects)

Keeping an Open Mind

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Originality—Generates new ideas related to tasks, processes, theories, etc.
Performance Level Descriptors for Originality	
Highly Effective (7.43)	<ul style="list-style-type: none"> Completes multiple parts of a class project in an original way (e.g., layout, concept, analysis) Creates new ideas or extends existing ideas independently Actively generates new ideas or solves problems in new ways (e.g., suggesting improvements or alternatives)
Effective (6.52)	<ul style="list-style-type: none"> Generally is willing to think about new ideas or solving problems in new ways (e.g., suggesting improvements or alternatives) Completes class projects in a manner that reflects some personal style Creates new ideas or extends existing ideas with minimal prompting
Somewhat Effective (4.42)	<ul style="list-style-type: none"> Needs help to create new ideas or extend existing ideas Completes class projects with few modifications to the provided template or example Sometimes is willing to think about new ideas or solving problems in new ways (e.g., suggesting improvements or alternatives)
Not Effective (2.83)	<ul style="list-style-type: none"> Rarely is willing to think about new ideas or solving problems in new ways (e.g., suggesting improvements or alternatives) Has difficulty extending existing or creating new ideas, even with help Completes class projects without putting original thought into them

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Active Imagination—Imagines and/or creates things that do not currently exist in the real world.
Performance Level Descriptors for Active Imagination	
Highly Effective (6.96)	<ul style="list-style-type: none"> • Frequently describes or communicates vivid ideas • Participates in tasks that require imagination (e.g., creative arts, brainstorming) • His/her completed projects are often rich in creative detail and show evidence of imaginative thinking
Effective (6.30)	<ul style="list-style-type: none"> • Participates in tasks that require imagination (e.g., creative arts, brainstorming) when asked • Sometimes describes or communicates vivid ideas • His/her completed projects are sometimes rich in detail and/or show evidence of imaginative thinking
Somewhat Effective (5.57)	<ul style="list-style-type: none"> • Occasionally describes or communicates vivid ideas • His/her completed projects occasionally have appropriate creative detail or show evidence of imaginative thinking
Not Effective (3.05)	<ul style="list-style-type: none"> • Resists participating in tasks that require imagination (e.g., creative arts, brainstorming) • Rarely or never describes or communicates vivid ideas • His/her completed projects lack creative detail or evidence of imaginative thinking

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Information-Seeking—Asks questions and searches for information on a wide variety of topic areas.
Performance Level Descriptors for Information-Seeking	
Highly Effective (7.36)	<ul style="list-style-type: none"> Asks a variety of questions when trying to discover the answer to a question or solve a problem Uses a wide array of available resources (e.g., Internet searches, books, teachers) when trying to discover the answer to a question or solve a problem
Effective (7.10)	<ul style="list-style-type: none"> Uses several available resources (e.g., Internet searches, books) when trying to discover the answer to a question or solve a problem Asks questions that indicate a desire to learn more about ideas or topics Usually asks questions that indicate a desire to learn more about ideas or topics and to think about ideas critically
Somewhat Effective (4.91)	<ul style="list-style-type: none"> Asks relatively narrow questions when trying to solve a problem Uses one available resource (e.g., an Internet search) when trying to discover the answer to a question or solve a problem Occasionally asks questions that indicate a desire to learn more about ideas or topics and to think about ideas critically
Not Effective (2.63)	<ul style="list-style-type: none"> Rarely uses resources to answer questions or solve problems Rarely asks questions that would help answer questions or solve problems Rarely indicates a desire to learn new ideas

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Depth of Knowledge—Obtains a level of knowledge that goes beyond the minimum requirements related to performing required tasks.
Performance Level Descriptors for Depth of Knowledge	
Highly Effective (7.46)	<ul style="list-style-type: none"> Frequently takes a more advanced sequence of courses than required or takes elective courses when available Consistently shows adequate knowledge of required course topics, and frequently demonstrates knowledge above and beyond class requirements
Effective (6.20)	<ul style="list-style-type: none"> Sometimes takes a more advanced sequence of courses than required or takes elective courses when available Generally shows adequate knowledge of required course topics, and occasionally demonstrates knowledge above and beyond class requirements
Somewhat Effective (4.59)	<ul style="list-style-type: none"> Shows adequate knowledge of required course topics, but rarely seeks to learn more Takes slightly more than the minimum number and sequence of courses needed to obtain diploma
Not Effective (2.97)	<ul style="list-style-type: none"> Shows an inadequate level of knowledge related to required course topics Takes the minimum number and sequence of courses needed to graduate

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Environmental Adaptability—Adjusts his or her behavior to meet the requirements of different or unfamiliar situations and environments.
Performance Level Descriptors for Environmental Adaptability	
Highly Effective (7.24)	<ul style="list-style-type: none"> • Transitions smoothly between different tasks without prompting • Rarely has trouble adjusting to changes to the teaching style or when there is a different teacher • Rapidly adjusts to change without needing reminders (e.g., a reminder that a class location has changed)
Effective (6.42)	<ul style="list-style-type: none"> • Transitions between different tasks with few prompts or reminders • Adjusts to change fairly quickly with only minimal reminders (e.g., a reminder that a class location has changed)
Somewhat Effective (4.28)	<ul style="list-style-type: none"> • Transitions between different tasks after multiple prompts or reminders • Sometimes has trouble adjusting to changes to the teaching style or when there is a different teacher • Adjusts to change somewhat slowly, or needs multiple reminders (e.g., a reminder that a class location has changed)
Not Effective (2.26)	<ul style="list-style-type: none"> • Refuses to adjust to changes, even when provided with support or reminders to do so (e.g., a reminder that a class location has changed) • Has trouble transitioning or refuses to transition between different tasks, even after multiple prompts or reminders • Often has difficulty adjusting to new situations (e.g., changes to the teaching style or when there is a different teacher)

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Accommodation—Adjusts existing schedules or plans in order to accommodate changes to tasks and facilitate their completion.
Performance Level Descriptors for Accommodation	
Highly Effective (7.27)	<ul style="list-style-type: none"> Comfortable making changes to plans or schedules when needed
Effective (6.18)	<ul style="list-style-type: none"> Rarely has difficulty adjusting his/her approach when changes are made to original plans Usually willing to make changes to plans or schedules when necessary
Somewhat Effective (3.81)	<ul style="list-style-type: none"> Sometimes has difficulty adjusting his/her approach when changes are made to original plans Sometimes willing to make changes to plans and/or schedules when necessary
Not Effective (2.06)	<ul style="list-style-type: none"> Rarely or never willing to make changes to plans or schedules even when necessary Frequently has difficulty adjusting his/her approach when changes are made to original plans

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Openmindedness—Keeps an open mind when encountering ideas, opinions, and thoughts that are different from his or her own.
Performance Level Descriptors for Openmindedness	
Highly Effective (7.36)	<ul style="list-style-type: none"> Seeks out new, valid perspectives to inform his/her opinions on various topics Actively seeks out interactions with others with ideas or opinions that differ from his/her own
Effective (6.99)	<ul style="list-style-type: none"> Is willing to change his/her opinions after hearing new perspectives, when those perspectives are valid Expresses interest in interacting with others who have ideas that differ from his/her own
Somewhat Effective (5.69)	<ul style="list-style-type: none"> Occasionally expresses interest in interacting with others who have ideas that differ from his/her own Is occasionally willing to change his/her opinions after hearing new perspectives, when those perspectives are valid
Not Effective (2.28)	<ul style="list-style-type: none"> Avoids interactions where he/she will need to listen to ideas that differ from his/her own Frequently unwilling to change his/her opinions after hearing new perspectives, even when those perspectives are valid

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Embracing Diversity—Shows an interest in and respect for people from different backgrounds and cultures.
Performance Level Descriptors for Embracing Diversity	
Highly Effective (7.28)	<ul style="list-style-type: none"> • Seeks out opportunities outside of class to explore or learn about different cultures • Consistently respectful of people whose cultural beliefs do not align with his/her own
Effective (6.94)	<ul style="list-style-type: none"> • Shows interest in exploring or learning about different cultures outside of class
Somewhat Effective (5.96)	<ul style="list-style-type: none"> • Usually respectful of people whose cultural beliefs do not align with his/her own • Shows some interest in exploring or learning about different cultures when required to do so
Not Effective (1.91)	<ul style="list-style-type: none"> • Is rarely respectful of people whose cultural beliefs do not align with his/her own • Shows little or no interest in exploring or learning about different cultures, even when required to do so

Maintaining Composure

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Worry Management—Does not allow anxiety and fear to impact the completion of daily activities or tasks.
Performance Level Descriptors for Worry Management	
Highly Effective (7.41)	<ul style="list-style-type: none"> • Consistently deals with anxiety in healthy and productive ways (e.g., talking with friends, exercising) • Successfully manages anxieties he/she has related to activities or tasks and completes work • Recognizes when anxiety or stress is affecting him/her and takes steps to reduce stress
Effective (6.78)	<ul style="list-style-type: none"> • Is generally able to complete activities or tasks about which he/she is anxious • Usually deals with anxiety in healthy and productive ways (e.g., talking with friends, exercising) • Generally recognizes when anxiety or stress is affecting him/her
Somewhat Effective (5.59)	<ul style="list-style-type: none"> • Attempts activities or tasks about which he/she is anxious, but needs support to finish them • Sometimes recognizes when anxiety or stress is affecting him/her
Not Effective (2.39)	<ul style="list-style-type: none"> • Rarely engages in activities designed to reduce anxiety (e.g., talking with friends, exercising), even when provided with support or encouragement • Avoids activities or tasks about which he/she is anxious, even when provided with support • Rarely recognizes when anxiety or stress is affecting him/her

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Negative Feeling Management—Does not allow negative feelings (e.g., sadness, guilt, shame) to impact the completion of daily activities or tasks.
Performance Level Descriptors for Negative Feeling Management	
Highly Effective (7.47)	<ul style="list-style-type: none"> Actively uses multiple coping strategies to deal with negative feelings (e.g., seeking social support, relaxation) Reframes past mistakes or events into something positive instead of dwelling on them (e.g., “If I hadn’t failed that test, I wouldn’t have studied so hard the next time.”) Consistently manages negative emotions in the classroom or other settings
Effective (6.06)	<ul style="list-style-type: none"> Occasionally expresses self-criticism regarding past mistakes or events, but does not dwell on them Generally manages negative emotions in the classroom or other settings Generally uses adequate coping strategies to deal with negative feelings (e.g., seeking social support, relaxation)
Somewhat Effective (4.95)	<ul style="list-style-type: none"> Sometimes expresses self-criticism regarding past mistakes or events Sometimes dwells on past difficulties, but can make some progress toward daily activities or tasks Shows evidence of trying to manage negative emotions in the classroom or other settings
Not Effective (2.03)	<ul style="list-style-type: none"> Does not possess adequate coping strategies to deal with negative feelings (e.g., seeking social support, relaxation) Often dwells on past difficulties, which prevents him/her from completing daily activities or tasks Shows difficulty managing negative emotions in the classroom or other settings

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Decisiveness—Makes his or her own decisions as appropriate.
Performance Level Descriptors for Decisiveness	
Highly Effective (7.04)	<ul style="list-style-type: none"> Evaluates difficult decisions after making them and seeks validation from others when appropriate Uses independent judgment to make personal decisions, but seeks advice from others when appropriate Makes decisions in a timely fashion without agonizing over them
Effective (5.65)	<ul style="list-style-type: none"> Occasionally seeks validation from others after making difficult decisions Makes decisions only after a fair amount of consideration Seeks advice from others when making personal decisions
Somewhat Effective (4.95)	<ul style="list-style-type: none"> Often seeks validation from others after making any decisions Seeks approval from others when making personal decisions (e.g., checks to see what his/her friends are doing before joining an after-school club)
Not Effective (3.15)	<ul style="list-style-type: none"> Hesitates to make decisions until the last minute, and even then agonizes over them Frequently defers to others when making personal decisions

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Independence—Works on tasks without needing a lot of support or guidance from others.
Performance Level Descriptors for Independence	
Highly Effective (7.48)	<ul style="list-style-type: none"> Consistently completes independently-oriented assignments without needing approval from others Seeks multiple resources or solutions when faced with a difficult assignment Makes excellent progress on most tasks without assistance from others
Effective (6.76)	<ul style="list-style-type: none"> Rarely needs additional support from others in order to make adequate progress on tasks and assignments Rarely needs approval from others to make progress on independently-oriented assignments Asks for help after multiple independent attempts at addressing a difficult assignment
Somewhat Effective (4.72)	<ul style="list-style-type: none"> Occasionally relies on others to approve his/her work when making progress on independently-oriented assignments Asks for help after cursory attempts to work on assignments that appear difficult Sometimes needs additional support from others in order to make adequate progress on tasks and assignments
Not Effective (2.58)	<ul style="list-style-type: none"> Does not make adequate progress on tasks or assignments without a great deal of support from others Does not attempt to address problems without help from others

Socializing with Others

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Taking Charge—Seeks out positions of leadership as appropriate.
Performance Level Descriptors for Taking Charge	
Highly Effective (7.33)	<ul style="list-style-type: none"> • Actively shares his/her own ideas during group tasks and attempts to evaluate others' ideas • Actively solicits and provides appropriate feedback on others' ideas • Takes initiative to provide leadership in groups when he/she sees a need
Effective (6.21)	<ul style="list-style-type: none"> • Shares his/her own ideas during group tasks but does not attempt to evaluate others' ideas • Often willing to take on leadership roles when asked to do so
Somewhat Effective (4.97)	<ul style="list-style-type: none"> • Sometimes tries to get noticed when performing group tasks • Only takes on leadership roles when specifically asked
Not Effective (2.51)	<ul style="list-style-type: none"> • Does not provide input on ideas during group tasks • Frequently unwilling to take on leadership roles even when specifically asked to do so • Almost always tries to avoid being noticed when performing group tasks

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Influence—Persuades others to agree with his or her ideas as appropriate.
Performance Level Descriptors for Influence	
Highly Effective (7.27)	<ul style="list-style-type: none"> • Almost always offers potential courses of action during group work • States viewpoints and provides abundant supporting information to clearly support ideas • Effectively persuades others to work together during group work when appropriate
Effective (6.25)	<ul style="list-style-type: none"> • States viewpoints and provides some supporting information • Usually offers potential courses of action during group work • Attempts to persuade others to work together during group work when appropriate
Somewhat Effective (4.19)	<ul style="list-style-type: none"> • Only attempts to get others to work together in certain instances (e.g., approaching a deadline) • Sometimes offers potential courses of action during group work
Not Effective (2.08)	<ul style="list-style-type: none"> • Ignores opportunities to get others to work together • Almost never offers potential courses of action during group work

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Cheerful Mood—Generally presents an upbeat and hopeful mood when interacting with others.
Performance Level Descriptors for Cheerful Mood	
Highly Effective (7.40)	<ul style="list-style-type: none"> Consistently expresses positive ideas or opinions Consistently makes encouraging comments even when faced with significant discouragement (e.g., “That may not have worked the first time, but I know you can do it this time.”) Redirects negative conversations to more positive topics
Effective (5.39)	<ul style="list-style-type: none"> Expresses appropriate positive emotions when interacting with others Often expresses positive ideas or opinions Makes encouraging comments more frequently than discouraging ones (e.g., “I think that could work.”)
Somewhat Effective (3.28)	<ul style="list-style-type: none"> Sometimes participates in negative conversations before attempting to change the topic Expresses few positive emotions when interacting with others Sometimes expresses positive ideas or opinions
Not Effective (1.98)	<ul style="list-style-type: none"> Frequently makes discouraging remarks (e.g., “That will never work.”) Encourages negative conversations Rarely expresses positive ideas or opinions

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Positive Outlook—Generally presents a positive view of situations.
Performance Level Descriptors for Positive Outlook	
Highly Effective (7.41)	<ul style="list-style-type: none"> • Frequently helps others identify the good in difficult situations • Consistently expresses a positive view of the future, even when experiencing adversity • Consistently offers encouragement to others
Effective (7.01)	<ul style="list-style-type: none"> • Usually offers encouragement to others • Often expresses a positive view of the future
Somewhat Effective (5.36)	<ul style="list-style-type: none"> • Expresses a positive view of the future about as often as he/she expresses a negative one • Occasionally helps others identify the good in difficult situations • Sometimes offers encouragement to others
Not Effective (1.97)	<ul style="list-style-type: none"> • Rarely or never offers encouragement to others • Rarely helps others identify the good in difficult situations • Frequently expresses a negative view of the future

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Interacting with Others—Seeks out and actively participates in social activities when appropriate.
Performance Level Descriptors for Interacting with Others	
Highly Effective (7.39)	<ul style="list-style-type: none"> Consistently makes an effort to include and interact with all others during group work Initiates social events and actively participates
Effective (6.88)	<ul style="list-style-type: none"> Seeks out group work when the task requires it Actively participates in social events Usually interacts with all others during group work
Somewhat Effective (4.10)	<ul style="list-style-type: none"> Interacts with others as minimally as necessary during group work Seeks out group work only when he/she is told to Sometimes attends social events when specifically invited
Not Effective (2.21)	<ul style="list-style-type: none"> Avoids group work even when necessary Avoids interactions during group work Does not attend social activities, even when specifically invited

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Networking—Maintains and expands his or her social group.
Performance Level Descriptors for Networking	
Highly Effective (6.91)	<ul style="list-style-type: none"> • Frequently invites new students to participate in school or social activities • Consistently makes an effort to keep in contact with friends or acquaintances • Frequently interacts with new people regardless of the setting
Effective (5.59)	<ul style="list-style-type: none"> • Often puts effort into maintaining friendships • Occasionally invites new students to participate in school or social activities • Interacts with new people when also around others that he/she knows
Somewhat Effective (2.73)	<ul style="list-style-type: none"> • Has limited interaction with new people even when also around others that he/she knows • Sometimes puts effort into maintaining friendships
Not Effective (2.20)	<ul style="list-style-type: none"> • Rarely or never invites new students to participate in school or social activities • Does not interact with new people even when also around others that he/she knows • Puts minimal or no effort into keeping in contact with friends or acquaintances

Sustaining Effort

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Timeliness—Follows a predetermined schedule for appointments/classes and tasks.
Performance Level Descriptors for Timeliness	
Highly Effective (7.19)	<ul style="list-style-type: none"> • Usually arrives to class on time and is rarely absent • Almost always uses time efficiently in order to finish tasks by due dates (e.g., sticks to a schedule to make sure work and needed revisions are completed on time) • Allocates time needed to finish tasks by due dates without guidance • Almost always completes tasks and meets deadlines without assistance
Effective (6.03)	<ul style="list-style-type: none"> • If needed, usually seeks help meeting deadlines before due dates • Allocates time needed to finish tasks by due dates with guidance • Completes tasks and usually meets deadlines with some assistance • Often uses time efficiently in order to finish tasks by due dates (e.g., rarely procrastinates for long and allows ample time to complete assignments)
Somewhat Effective (3.30)	<ul style="list-style-type: none"> • Sometimes does not use time efficiently in order to finish tasks by due dates (e.g., may procrastinate and rush to finish) • Is sometimes late to class but rarely absent • Completes tasks but does not always meet deadlines • If needed, sometimes seeks help meeting deadlines at the last minute
Not Effective (1.96)	<ul style="list-style-type: none"> • Consistently late to or absent from class • Frequently misses deadlines or turns in incomplete work • Consistently does not use time efficiently (e.g., may procrastinate and turn in incomplete work) • Does not seek help meeting deadlines even when it is needed • Consistently does not allocate enough time to finish tasks by due dates even with help

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Follow-Through—Meets commitments and works on tasks until they are complete.
Performance Level Descriptors for Follow-Through	
Highly Effective (7.53)	<ul style="list-style-type: none"> Consistently follows through with commitments without reminders Consistently balances time and responsibilities Remains on-task in class even without supervision Independently completes the work that he/she committed to in group settings and follows through with others to get things done
Effective (6.01)	<ul style="list-style-type: none"> Stays on-task in class when prompted Completes the work that he/she committed to in group settings with regular check-ins from the instructor Generally follows through with commitments without reminders
Somewhat Effective (2.78)	<ul style="list-style-type: none"> Needs frequent reminders to follow through with commitments Needs multiple prompts or reminders to complete the work that he/she committed to in group settings Sometimes takes on too many responsibilities without considering the consequences
Not Effective (2.19)	<ul style="list-style-type: none"> Does not remain on-task in class even with supervision Makes commitments but does not follow through with them Is not realistic about how many responsibilities he/she can handle and does not consider the consequences

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Quality—Submits high-quality work.
Performance Level Descriptors for Quality	
Highly Effective (7.49)	<ul style="list-style-type: none"> • Almost always uses, and actively seeks, available resources to improve the quality of his/her work • Actively seeks feedback to improve work and makes needed revisions • Consistently turns in work that meets or exceeds expected standards
Effective (6.55)	<ul style="list-style-type: none"> • Makes needed revisions to work when provided with feedback • Usually uses available resources (e.g., rubrics, checklists) to improve the quality of his/her work • His/her work meets most or all expected standards
Somewhat Effective (4.92)	<ul style="list-style-type: none"> • Sometimes works toward improving the quality of his/her work with available resources (e.g., rubrics, checklists) • His/her work meets some expected standards
Not Effective (1.66)	<ul style="list-style-type: none"> • His/her work falls below expected standards • Does not attempt to improve the quality of his/her work with available resources (e.g., rubrics, checklists) • Does not make revisions to work despite feedback

Dimension	Sustaining Effort
Component	Order
Sub-Component	Organization—Uses a systematic approach to organize tasks and materials.
Performance Level Descriptors for Organization	
Highly Effective (7.29)	<ul style="list-style-type: none"> Usually uses a systematic plan when completing most assignments even if details/support are not explicitly provided (e.g., teacher does not require students to turn in an outline before the final paper) Almost always shows evidence of using organization strategies independently Follows rubrics or checklists when completing assignments even without teacher reminders
Effective (6.54)	<ul style="list-style-type: none"> Follows rubrics or checklists when completing assignments when reminded by teachers Usually shows evidence of using organization strategies with minimal prompting from an adult Uses a systematic plan when completing assignments if details and support are provided (e.g., steps needed to complete a task are outlined and turned in sequentially)
Somewhat Effective (5.86)	<ul style="list-style-type: none"> Sometimes shows evidence of using organization strategies with adult help Identifies main steps or tasks required for successful assignment completion but does not prioritize them
Not Effective (1.99)	<ul style="list-style-type: none"> Rarely shows evidence of using organization strategies even with adult help Does not follow rubrics or checklists when completing assignments Does not use a systematic plan when completing assignments even when provided with details and support (e.g., steps needed to complete a task are outlined and turned in sequentially)

Dimension	Sustaining Effort
Component	Order
Sub-Component	Planning—Creates and follows appropriate schedules or timelines for tasks.
Performance Level Descriptors for Planning	
Highly Effective (7.25)	<ul style="list-style-type: none"> • Almost always creates reasonable schedules to manage all tasks and assignments independently • Effectively prioritizes work tasks over leisure even without help from adults • Breaks up large tasks or projects into smaller components and creates personalized schedules or timelines to work more efficiently
Effective (6.44)	<ul style="list-style-type: none"> • Breaks up large tasks or projects into smaller components but needs help to effectively monitor progress using provided schedules/timelines • Usually creates reasonable schedules to prioritize important tasks and assignments independently • Prioritizes work tasks over leisure with minimal prompting from adults
Somewhat Effective (4.02*)	<ul style="list-style-type: none"> • Creates reasonable schedules to prioritize important tasks and assignments with minimal adult support • His/her independently created schedules needed to complete important tasks or assignments are usually unreasonable (e.g., underestimates time needed for each task)
Not Effective (2.63)	<ul style="list-style-type: none"> • Does not create schedules needed to prioritize important tasks and assignments or creates unreasonable schedules (e.g., greatly underestimates time needed for each task) • Does not break up large tasks or projects into smaller components or use provided schedules or timelines to monitor progress

*Refer to note on p. 100.

Dimension	Sustaining Effort
Component	Order
Sub-Component	Monitoring—Checks to make sure progress is being made toward the completion of tasks.
Performance Level Descriptors for Monitoring	
Highly Effective (6.93)	<ul style="list-style-type: none"> • Usually checks on issues that may impede task completion with an appropriate resource (e.g., clarifies questions with the teacher) • Regularly uses a checklist or other tool to continuously monitor progress on assignments • Frequently evaluates progress on assignments by checking it against project requirements
Effective (5.23)	<ul style="list-style-type: none"> • Occasionally evaluates progress on assignments by checking it against project requirements • Sometimes checks on issues that may impede task completion with an appropriate resource (e.g., clarifies questions with the teacher)
Somewhat Effective (4.81)	<ul style="list-style-type: none"> • Sometimes uses a checklist or other tool to monitor progress on assignments
Not Effective (1.79)	<ul style="list-style-type: none"> • Rarely or never uses a checklist or other tool to monitor progress on assignments • Does not evaluate progress on assignments by checking it against project requirements • Rarely checks on issues that may impede task completion with an appropriate resource (e.g., clarifying questions with the teacher)

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Overcoming Challenges—Continues to work on tasks despite the difficulty level, the presence of significant obstacles, or previous setbacks.
Performance Level Descriptors for Overcoming Challenges	
Highly Effective (7.55)	<ul style="list-style-type: none"> Willingly attempts challenging tasks and often perseveres through frustrations Almost always examines personal mistakes to learn from them, even without prompting Uses multiple relevant resources to overcome academic difficulties (e.g., instructions, books, web resources, interviews)
Effective (6.38)	<ul style="list-style-type: none"> Attempts challenging tasks and generally only asks for help when frustrated Uses more than one related resource to help him/her overcome academic difficulties (e.g., instructions, relevant books or subject-area materials) Usually examines personal mistakes to learn from them with prompting
Somewhat Effective (5.42)	<ul style="list-style-type: none"> Will attempt challenging tasks if needed but immediately seeks assistance when difficulties arise Sometimes examines personal mistakes to learn from them with prompting
Not Effective (2.06)	<ul style="list-style-type: none"> Does not attempt challenging tasks or gives up at the first sign of difficulty Generally unreceptive to the idea that mistakes or setbacks have value Does not use additional resources to help him/her overcome academic difficulties

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Maintaining Effort—Puts in the time and sustained energy needed to successfully complete a task.
Performance Level Descriptors for Maintaining Effort	
Highly Effective (7.33)	<ul style="list-style-type: none"> • Almost always completes tasks even when he/she finds them boring, irrelevant, or unstimulating • Almost always maintains an appropriate level of effort even during challenging tasks and even without help • Works consistently at an appropriate level and knows when to take breaks
Effective (6.24)	<ul style="list-style-type: none"> • Usually maintains an appropriate level of effort needed for most tasks/assignments • Modifies his/her effort when he/she is working too quickly or slowly in order to get back on track
Somewhat Effective (3.85)	<ul style="list-style-type: none"> • Needs frequent intervention and help to complete a task he/she finds unstimulating • Sometimes works too quickly or slowly but can get back on track and complete tasks with supervision
Not Effective (2.10)	<ul style="list-style-type: none"> • Does not maintain an appropriate level of effort even with help • Abandons tasks that he/she finds unstimulating • Works too quickly and gets burned out or works too slowly and doesn't complete tasks

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Focusing—Maintains attention on the current activity despite the nature of the task or distractions.
Performance Level Descriptors for Focusing	
Highly Effective (7.36)	<ul style="list-style-type: none"> Seeks out a distraction-free environment when possible and avoids known distractions Almost always rebounds quickly from distractions and resumes a high level of focus Appears consistently engaged during class time
Effective (6.12)	<ul style="list-style-type: none"> Usually recovers focus after a distraction and gets back on-task Demonstrates academic engagement during most of class time Attempts to avoid known distractions or minimize their impact
Somewhat Effective (5.01*)	<ul style="list-style-type: none"> Sometimes recovers focus after a distraction and generally gets back on-task Demonstrates academic engagement during parts of class time
Not Effective (1.92)	<ul style="list-style-type: none"> Frequently does not appear engaged during class time Does not attempt to stay away from known distractions or minimize their impact Frequently unable to recover focus after a distraction and remains off-task

*Refer to note on p.100.

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Compliance—Follows instructions, procedures, and rules.
Performance Level Descriptors for Compliance	
Highly Effective (7.19)	<ul style="list-style-type: none"> • Reports knowing the classroom expectations or rules (and the rationale behind them) without assistance • Always listens and adheres to teachers' instructions • Follows school and classroom rules without reminders or supervision
Effective (6.44)	<ul style="list-style-type: none"> • Follows school and classroom rules with few reminders • Usually listens and adheres to teachers' instructions
Somewhat Effective (4.73)	<ul style="list-style-type: none"> • Only reports knowing the classroom expectations or rules when prompted by others • Sometimes listens and adheres to teachers' instructions • Follows most school and classroom rules with reminders
Not Effective (1.56)	<ul style="list-style-type: none"> • Rarely listens or adheres to teachers' instructions • Often ignores school and classroom rules even with many reminders • Can list few or no classroom expectations or rules, even with assistance (e.g., says "I don't know the rules" when asked)

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Respect for Rules/Authority—Shows respect and appreciation for authority figures and rules.
Performance Level Descriptors for Respect for Rules/Authority	
Highly Effective (7.06)	<ul style="list-style-type: none"> • Almost always shows respect for teachers and other authority figures • Almost never interrupts or talks over authority figures when they are providing instructions • Almost always speaks to authority figures using appropriate tone and language • Expresses a very positive attitude toward authority figures or rules
Effective (6.22)	<ul style="list-style-type: none"> • Expresses a moderately positive attitude toward authority figures or rules • Usually speaks to authority figures using appropriate tone and language • Rarely interrupts or talks over authority figures when they are providing instructions • Usually shows respect for teachers and other authority figures
Somewhat Effective (2.92)	<ul style="list-style-type: none"> • Occasionally expresses a dislike of authority figures or rules • Sometimes fails to speak to those in authority using appropriate tone and language • Sometimes shows respect for teachers and other school staff
Not Effective (1.78)	<ul style="list-style-type: none"> • Frequently expresses a negative attitude toward authority figures or rules • Rarely shows respect for teachers or other authority figures • Frequently interrupts or talks over authority figures when they are providing instructions • Rarely speaks to authority figures using appropriate tone and language

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Self-Improvement—Works hard to become more effective by learning new skills/knowledge or improving existing skills.
Performance Level Descriptors for Self-Improvement	
Highly Effective (7.43)	<ul style="list-style-type: none"> Seeks out constructive feedback from others and responds with continued effort Regularly spends time improving his/her skills or knowledge (e.g., practicing an instrument or researching a topic in depth) Seeks opportunities to learn new skills
Effective (5.88)	<ul style="list-style-type: none"> Occasionally spends time improving his/her skills or knowledge (e.g., practicing an instrument or researching a topic in depth) Accepts and responds to constructive feedback from others but does not seek it out Willing to learn new skills without much encouragement
Somewhat Effective (4.39)	<ul style="list-style-type: none"> Reluctantly responds to most constructive feedback from others Reluctant to learn new skills with considerable encouragement
Not Effective (1.90)	<ul style="list-style-type: none"> Ignores constructive feedback from others Rarely spends time improving his/her skills or knowledge (e.g., practicing an instrument or researching a topic in depth) Frequently unwilling to learn new skills even with considerable encouragement

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Initiative—Takes action without being asked to do so.
Performance Level Descriptors for Initiative	
Highly Effective (7.33)	<ul style="list-style-type: none"> • Frequently completes tasks that are not required • Begins work immediately once task expectations are clear (e.g., after verbal instructions) • Starts assignments without needing to be prompted • Puts in extra effort on important tasks without being asked to do so
Effective (6.19)	<ul style="list-style-type: none"> • Begins work soon after task expectations are made clear (e.g., after verbal instructions) • Sometimes completes tasks that are not required • Starts assignments with minimal prompting
Somewhat Effective (3.84)	<ul style="list-style-type: none"> • Needs some additional prompts/reminders in order to begin work after task expectations are clear • Sometimes puts in extra effort on important assignments when asked to do so
Not Effective (2.56)	<ul style="list-style-type: none"> • Rarely starts assignments even with multiple prompts or reminders • Rarely puts in extra effort on important tasks when asked to do so • Rarely completes tasks that are not required • Needs a lot of prompting/reminders in order to begin work after task expectations (e.g., verbal instructions) are clear

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Goal-Setting—Sets high but achievable goals for self-improvement and advancement.
Performance Level Descriptors for Goal-Setting	
Highly Effective (7.55)	<ul style="list-style-type: none"> Assesses progress toward meeting goals with no reminders Frequently consults with teachers, advisors, or parents when making educational or vocational plans for the future when they do not reach out to him/her Sets realistic goals for him/herself without assistance and has a plan for achieving them Carefully researches all options when setting goals for the future even without assistance
Effective (6.79)	<ul style="list-style-type: none"> Assesses progress toward meeting goals with minimal reminders Does some research when setting goals for the future without assistance Sets realistic goals for him/herself without assistance
Somewhat Effective (4.27)	<ul style="list-style-type: none"> Needs assistance to set realistic goals for him/herself Occasionally assesses progress toward meeting goals without support
Not Effective (2.30)	<ul style="list-style-type: none"> Rarely sets realistic goals for him/herself, even with assistance Does not research options when setting goals for the future even with significant assistance Rarely consults with teachers, advisors, or parents when making educational or vocational plans for the future, even when they reach out to him/her Rarely assesses progress toward meeting goals, even with assistance

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Restraint—Resists the impulse to act on a desire.
Performance Level Descriptors for Restraint	
Highly Effective (6.98)	<ul style="list-style-type: none"> • Almost never disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) • Almost never interrupts his/her own learning by acting impulsively (e.g., checking his/her phone, talking to friends during class) • Almost always avoids behaviors that may prevent him/her from effectively completing a task (e.g., socializing during class)
Effective (6.28)	<ul style="list-style-type: none"> • Rarely interrupts his/her own learning by acting impulsively (e.g., checking his/her phone, talking to friends during class) • Rarely disrupts class by behaving impulsively (e.g., calling out answers, interrupting others)
Somewhat Effective (3.32)	<ul style="list-style-type: none"> • Occasionally disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) • Occasionally interrupts his/her own learning by acting impulsively (e.g., checking his/her phone, talking to friends during class) • Occasionally engages in behaviors that may prevent him/her from effectively completing a task (e.g., socializing during class)
Not Effective (1.68)	<ul style="list-style-type: none"> • Frequently disrupts class by behaving impulsively (e.g., calling out answers, interrupting others) • Frequently interrupts his/her own learning by acting impulsively (e.g., frequently checking his/her phone, talking to friends during class) • Often engages in behaviors that may prevent him/her from effectively completing a task (e.g., socializing during class)

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Thinking before Acting—Takes the time to consider his or her options, potential consequences, and steps that need to be completed before taking action.
Performance Level Descriptors for Thinking before Acting	
Highly Effective (7.31)	<ul style="list-style-type: none"> • Almost always considers the pros and cons of a decision before acting • Almost always creates specific action plans before starting important tasks rather than starting them immediately • Almost always seeks input from appropriate parties (e.g., teachers, peers) before making important decisions
Effective (6.61)	<ul style="list-style-type: none"> • Usually seeks input from appropriate parties (e.g., teachers, peers) before making important decisions • Usually creates specific action plans before starting important tasks rather than starting them immediately • Usually considers the pros and cons of a decision before acting
Somewhat Effective (4.86)	<ul style="list-style-type: none"> • Sometimes starts important tasks with incomplete plans or little consideration as to the best way to accomplish them • Sometimes considers the pros and cons of a decision before acting • Sometimes seeks input from appropriate parties (e.g., teachers, peers) before making important decisions
Not Effective (2.34)	<ul style="list-style-type: none"> • Rarely considers the pros and cons of a decision before acting • Rarely seeks input from appropriate parties (e.g., teachers, peers) before making important decisions • Frequently starts important tasks without any plan of action or considering the best way to accomplish them

Postsecondary

Development of the Postsecondary descriptors involved drafting an initial pool of 643 statements, based on material provided during workshops conducted with instructors and academic advisors from postsecondary institutions. Once these were drafted, a separate group of 35 instructors and academic advisors with at least three years of experience with postsecondary students' behavior rated the behavioral statements in terms of effectiveness for successfully transitioning into postsecondary settings. Descriptive statistics were generated for each statement (mean, standard deviation/error of measurement, r_{wg}), and statements with $SEM > .30$ and $r_{wg} < .66$ were generally eliminated. For a small number of cases (especially where there was initially a small number of statements for an effectiveness level within a subcomponent), statements with r_{wg} statistics above .6 were kept as long as the SEM was below .3. Other statements were deleted based on content redundancies within an effectiveness level, or mean effectiveness ratings that did not fit well into one of the four effectiveness levels. At the end of the review process, 84 statements were deleted, resulting in a final number of 559 Performance Level Descriptors for Postsecondary.

Acting Honestly

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Truthfulness—Interacts with others in a straightforward, open, and truthful manner.
Performance Level Descriptors for Truthfulness	
Highly Effective (7.53)	<ul style="list-style-type: none"> Acknowledges mistakes that he/she made without being asked, and does not make excuses for his/her behavior Almost always honest with others, even when the truth is uncomfortable for him/her Always tries to represent his/her skills and abilities realistically and honestly
Effective (6.25)	<ul style="list-style-type: none"> Usually honest with others, even when the truth is uncomfortable for him/her Rarely exaggerates the truth even when it is advantageous for him/her
Somewhat Effective (2.65)	<ul style="list-style-type: none"> Sometimes dishonest when the truth is uncomfortable for him/her Occasionally exaggerates the truth when it is advantageous for him/her Will admit mistakes that he/she made when asked about them, but may make excuses
Not Effective (1.24)	<ul style="list-style-type: none"> Frequently dishonest with others even when confronted with the truth Refuses to acknowledge mistakes that he/she made Frequently exaggerates the truth when it is advantageous for him/her

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Acceptance of Responsibility—Accepts responsibility for his or her actions, including giving others due credit when appropriate.
Performance Level Descriptors for Acceptance of Responsibility	
Highly Effective (7.21)	<ul style="list-style-type: none"> • Almost always acknowledges and praises others' contributions toward a group project • Acknowledges that success was due to a team effort • Actively takes responsibility for his/her mistakes without prompting and tries to correct those mistakes
Effective (6.33)	<ul style="list-style-type: none"> • Usually acknowledges everyone's contributions to a group project • Usually accepts personal responsibility for mistakes (e.g., "I should have made this a higher priority.")
Somewhat Effective (2.68)	<ul style="list-style-type: none"> • Sometimes exaggerates personal responsibility in a group effort • Often blames circumstances, but not others, for mistakes (e.g., "We didn't have enough time.") • Sometimes acknowledges others' contributions to a group project
Not Effective (1.55)	<ul style="list-style-type: none"> • Does not acknowledge others' contributions toward a group project • Often blames others for mistakes (e.g., "You provided me with incomplete instructions.")

Dimension	Acting Honestly
Component	Fairness
Sub-Component	Fairness—Acts in ways that are intended to be unbiased and fair to everyone.
Performance Level Descriptors for Fairness	
Highly Effective (7.10)	<ul style="list-style-type: none"> Regularly attempts to ensure that everyone’s thoughts and opinions are heard in a group discussion Almost always questions rules or policies that appear to favor one group over another Almost always shows concern for others when others are being treated unfairly and tries to take steps to correct it
Effective (6.52)	<ul style="list-style-type: none"> Often attempts to ensure that everyone’s thoughts and opinions are heard in a group discussion Usually shows concern when others are being treated unfairly, even if it does not impact him/her
Somewhat Effective (4.38)	<ul style="list-style-type: none"> Sometimes shows concern when others are being treated unfairly, even if it does not impact him/her Sometimes questions rules or policies that appear to favor one group over another Sometimes makes effort to ensure that everyone’s thoughts and opinions are heard in a group discussion
Not Effective (1.67)	<ul style="list-style-type: none"> Ignores instances when others are being treated unfairly, unless it impacts him/her Does not make an effort to ensure that everyone’s thoughts and opinions are heard in a group discussion Rarely questions rules or policies that appear to favor one group over another

Dimension	Acting Honestly
Component	Modesty
Sub-Component	Modesty—Avoids boasting or acting superior to others and is humble about achievements.
Performance Level Descriptors for Modesty	
Highly Effective (7.11)	<ul style="list-style-type: none"> • Almost always receptive to feedback even when it is not framed positively • Returns compliments to others when receiving praise • Accepts praise without boasting • Honestly discusses both achievements and shortcomings
Effective (6.00)	<ul style="list-style-type: none"> • Usually recognizes areas where he/she is below average as compared to his/her peers • Usually receptive to constructive feedback when it is framed positively
Somewhat Effective (3.26)	<ul style="list-style-type: none"> • Sometimes exaggerates past achievements to appear more accomplished than others • Occasionally boasts when receiving praise • Somewhat receptive to constructive feedback when it is framed positively
Not Effective (1.60)	<ul style="list-style-type: none"> • Ignores constructive feedback, even when it is framed positively • Frequently exaggerates past achievements to appear more accomplished than others • Does not recognize areas where he/she is below average as compared to his/her peers, even when these areas are pointed out to him/her by others

Getting Along with Others

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Interpreting Emotional Reactions—Responds appropriately to emotional reactions from others.
Performance Level Descriptors for Interpreting Emotional Reactions	
Highly Effective (7.19)	<ul style="list-style-type: none"> • Encourages others to talk about their feelings when appropriate, and listens attentively while they are talking • Consistently asks questions to better understand what others are thinking or feeling • Consistently responds appropriately to others' emotions
Effective (6.36)	<ul style="list-style-type: none"> • Generally listens to others talk about their feelings • Often responds appropriately to others' emotions • Often asks questions to better understand what others are thinking or feeling • Can correctly identify what others are feeling most of the time
Somewhat Effective (5.06)	<ul style="list-style-type: none"> • Sometimes listens to others talk about their feelings • Can correctly identify what others are feeling some of the time • Sometimes asks questions to better understand what others are thinking or feeling
Not Effective (2.11)	<ul style="list-style-type: none"> • Rarely listens to others talk about their feelings • Has difficulty responding appropriately to others' emotions • Rarely asks questions to better understand what others are thinking or feeling • Has difficulty identifying what others are feeling most of the time

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Showing Concern—Demonstrates concern and compassion for others' feelings.
Performance Level Descriptors for Showing Concern	
Highly Effective (7.46)	<ul style="list-style-type: none"> Shows compassion or empathy for others even when he/she is under pressure or has other concerns Comforts peers (even if they are not friends) when they are upset using appropriate and reassuring behaviors (e.g., listening empathically) Verbally and nonverbally communicates deep and genuine concern for others (e.g., providing comfort, offering to do something helpful)
Effective (6.44)	<ul style="list-style-type: none"> Verbally or nonverbally communicates some concern or support for others (e.g., saying "I'm sorry," or offering to do something helpful) Shows interest and listens attentively when others are discussing their feelings
Somewhat Effective (3.89)	<ul style="list-style-type: none"> Occasionally fails to show compassion or empathy for others when he/she is under pressure or has other concerns Generally shows interest but may have some difficulty listening attentively when others are discussing their feelings Occasionally provides some comfort and/or encouragement to others when they seem distressed
Not Effective (1.62)	<ul style="list-style-type: none"> Rarely shows compassion or empathy for others when he/she is under pressure or has other concerns Shows lack of interest when others are discussing their feelings Verbally or nonverbally communicates little concern or support for others (e.g., ignoring others when they are upset)

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Considering the Audience—Takes others' perspectives and feelings into consideration when communicating information.
Performance Level Descriptors for Considering the Audience	
Highly Effective (7.46)	<ul style="list-style-type: none"> His/her tone and body language consistently show consideration for the audience Appropriately adjusts conversation topics based on others' reactions (e.g., comments, questions, body language) Consistently considers the audience's perspectives or learning styles before presenting information
Effective (6.27)	<ul style="list-style-type: none"> Often adjusts conversation topics based on others' reactions (e.g., comments, questions, body language) Often considers the audience's perspectives or learning styles before presenting information His/her tone and body language often show consideration for the audience
Somewhat Effective (4.38)	<ul style="list-style-type: none"> His/her tone or body language sometimes show consideration for the audience Occasionally considers the audience's perspectives or learning styles before presenting information Occasionally adjusts conversation topics based on others' reactions (e.g., comments, questions, body language)
Not Effective (1.74)	<ul style="list-style-type: none"> Rarely considers the audience's perspectives or learning styles before presenting information His/her tone or body language rarely show consideration for the audience Rarely or never adjusts conversation topics based on others' reactions (e.g., comments, questions, body language)

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Forgiveness—Continues to work or interact with others even after others have wronged (e.g., deceived, hurt) him or her as appropriate.
Performance Level Descriptors for Forgiveness	
Highly Effective (7.15)	<ul style="list-style-type: none"> • Pleasantly works with others following conflict • Readily accepts apologies from others • Consistently gives others a second chance without holding a grudge
Effective (6.23)	<ul style="list-style-type: none"> • Often gives others a second chance without holding a grudge • Is generally willing to work with others following conflict
Somewhat Effective (3.04)	<ul style="list-style-type: none"> • Grudgingly works with others following conflict • May need convincing in order to accept apologies from others • Sometimes gives others a second chance, though he/she may continue to have hard feelings
Not Effective (1.31)	<ul style="list-style-type: none"> • Refuses to work with others following conflict • Refuses to acknowledge apologies from others • Rarely gives others a second chance and/or continues to hold grudges

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Trust—Interactions with others are influenced by a belief that others generally have good intentions (e.g., others are usually honest and will do what they say they will do).
Performance Level Descriptors for Trust	
Highly Effective (6.41)	<ul style="list-style-type: none"> • Often willing to share personal information with others when appropriate • Generally gives others the benefit of the doubt • When working as part of a group, trusts that group members will complete their tasks to the best of their ability
Effective (5.61)	<ul style="list-style-type: none"> • Sometimes willing to share personal information with others when appropriate • Gives most people the benefit of the doubt
Somewhat Effective (3.83)	<ul style="list-style-type: none"> • When working as part of a group, expresses reservations that some group members will not complete tasks • Only willing to share personal information with others when he/she has known them a long time • Sometimes gives others the benefit of the doubt
Not Effective (1.72)	<ul style="list-style-type: none"> • Acts secretive and unwilling to share personal information with others, even when they can be trusted • Frequently mistrusts others, even when there is little reason to do so • When working as part of a group, complains that other group members will not complete tasks

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Assisting Others—Helps others as needed.
Performance Level Descriptors for Assisting Others	
Highly Effective (7.17)	<ul style="list-style-type: none"> • Almost always able to identify when others need help • Consistently provides assistance to those who need it (e.g., lending class notes to someone who was absent)
Effective (6.44)	<ul style="list-style-type: none"> • Often able to identify when others need help • Often volunteers to help others, even if he/she doesn't know them well or at all • Often provides assistance to those who need it (e.g., lending class notes to someone who was absent)
Somewhat Effective (4.84)	<ul style="list-style-type: none"> • Sometimes able to identify when others need help • Sometimes provides assistance to those who need it (e.g., lending class notes to someone who was absent) • Sometimes volunteers to help others, even if he/she doesn't know them well
Not Effective (1.46)	<ul style="list-style-type: none"> • Acts dismissive or inattentive when others need help • Rarely or never volunteers to help others, even when he/she knows them personally • Rarely or never provides assistance to those who need it (e.g., lending class notes to someone who was absent)

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Selflessness—Shows generosity in sharing time and resources with others despite the impact it may have on him or herself.
Performance Level Descriptors for Selflessness	
Highly Effective (6.62)	<ul style="list-style-type: none"> • Almost always willing to share his/her resources with others (e.g., time, possessions) • When possible, will go to great lengths to help others even when it is very inconvenient to do so • Helps others without expecting anything in return • Actively looks for opportunities for helping others who may be in need (e.g., volunteering, community service)
Effective (5.29)	<ul style="list-style-type: none"> • Helps others even when there is significant cost or inconvenience to doing so • Occasionally participates in opportunities for helping others who may be in need (e.g., volunteering, community service) • Often willing to share his/her resources with others (e.g., time, possessions)
Somewhat Effective (4.10)	<ul style="list-style-type: none"> • Sometimes expects something in return or reward for helping others • Sometimes helps others when there is minimal cost or inconvenience to doing so • Occasionally willing to share his/her resources with others (e.g., time, possessions)
Not Effective (1.81)	<ul style="list-style-type: none"> • Avoids opportunities for helping others who may be in need (e.g., volunteering, community service) • Rarely or never willing to share his/her resources with others (e.g., time, possessions) • Unwilling to help others unless there is the guarantee of a reward for doing so • Does not help others unless he/she personally benefits from doing so

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Respect for Others—Interacts with others in a polite and considerate manner.
Performance Level Descriptors for Respect for Others	
Highly Effective (7.60)	<ul style="list-style-type: none"> • Waits patiently for his/her turn to speak and actively listens when others are talking • Always apologizes sincerely when he/she has offended others • Consistently speaks to peers and instructors politely, using respectful language, tone, and volume
Effective (6.34)	<ul style="list-style-type: none"> • Usually apologizes when he/she has offended others • Usually speaks to peers and instructors politely, using respectful language, tone, and volume • Waits for his/her turn to speak
Somewhat Effective (3.65)	<ul style="list-style-type: none"> • Sometimes interrupts others who are talking • Usually speaks to instructors politely, but sometimes fails to do so with peers • Sometimes apologizes when he/she has offended others
Not Effective (1.51)	<ul style="list-style-type: none"> • Rarely speaks to peers or instructors politely • Rarely apologizes when he/she has offended others • Frequently interrupts others who are talking

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Collaboration—Completes group tasks and achieves group goals by effectively interacting with others.
Performance Level Descriptors for Collaboration	
Highly Effective (7.32)	<ul style="list-style-type: none"> • Frequently provides appropriate input to promote group effectiveness • Consistently demonstrates active participation in group activities or discussion • Listens actively to group members and frequently synthesizes group opinions/ideas • Consistently completes his/her share of group work
Effective (6.38)	<ul style="list-style-type: none"> • Often completes his/her share of group work • Usually demonstrates active participation in group activities or discussion • Listens actively to group members most of the time and can usually restate what was said
Somewhat Effective (3.23)	<ul style="list-style-type: none"> • Demonstrates limited participation in group activities or discussion • Sometimes provides appropriate input to promote group effectiveness • Listens to only some group members' ideas • Sometimes completes his/her share of group work
Not Effective (1.49)	<ul style="list-style-type: none"> • Rarely completes his/her share of group work • Rarely listens to group members and has difficulty restating what was said • Does not actively participate in group activities or discussion • Rarely provides appropriate input to promote group effectiveness (e.g., remains silent, derails conversations)

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Conflict Management—Works through conflicts and disagreements productively.
Performance Level Descriptors for Conflict Management	
Highly Effective (7.29)	<ul style="list-style-type: none"> Recognizes when a conversation gets heated and suggests “time out” periods or other ways to address the situation Consistently attempts to find agreeable compromises for all group members Consistently remains calm and polite when there is tension in the group Accurately identifies sources of conflict when (or even before) disagreements arise and actively suggests solutions
Effective (6.39)	<ul style="list-style-type: none"> Often remains calm and polite when there is tension in the group Often attempts to find agreeable compromises for all group members Usually can identify sources of conflict when disagreements arise, and attempts to suggest solutions Regularly gives up personal interests for the good of the group Recognizes when a conversation gets heated and usually attempts to address the situation Usually seeks appropriate channels to mediate conflict when needed
Somewhat Effective (4.82)	<ul style="list-style-type: none"> Sometimes remains calm and polite when there is tension in the group Occasionally can identify sources of conflict when disagreements arise Recognizes when a conversation gets heated and sometimes attempts to address the situation Can give up personal interests for the good of the group with prompting Sometimes seeks assistance to mediate conflict when needed
Not Effective (1.74)	<ul style="list-style-type: none"> Rarely remains calm and polite when there is tension in the group Rarely attempts to compromise with group members Has difficulty “backing down” when a conversation becomes heated Rarely or never gives up personal interests for the good of the group Has difficulty identifying sources of conflict when disagreements arise Provokes conflicts among others by polarizing differences of opinions and blaming people

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Frustrations with Others—Effectively deals with disappointment, annoyances, and setbacks related to others' actions without showing irritation or anger.
Performance Level Descriptors for Tolerating Frustrations with Others	
Highly Effective (7.06)	<ul style="list-style-type: none"> • Almost never yells or argues with others when frustrated • Remains polite with others even when he/she is frustrated with them • Remains calm and supportive when others have made mistakes that directly impact him/her (e.g., tells others that it's okay)
Effective (5.19)	<ul style="list-style-type: none"> • Rarely yells or argues with others when frustrated • Mostly remains polite with others even when he/she is frustrated with them
Somewhat Effective (2.92)	<ul style="list-style-type: none"> • Sometimes has difficulty remaining calm when others have made mistakes that directly impact him/her (e.g., storms off) • Sometimes has difficulty remaining polite with others when he/she is frustrated with them • Sometimes yells or argues with others when frustrated
Not Effective (1.34)	<ul style="list-style-type: none"> • Rarely is polite when he/she is frustrated with others • Hardly ever remains calm when others have made mistakes that directly impact him/her (e.g., yells or curses at others) • Often yells or argues with others when frustrated

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Situational Frustrations—Effectively deals with disappointment, annoyances, and setbacks related to situational factors without showing irritation or anger.
Performance Level Descriptors for Tolerating Situational Frustrations	
Highly Effective (7.09)	<ul style="list-style-type: none"> Expresses frustration appropriately and remains calm during challenging situations (e.g., explaining things calmly, taking a brief break) Consistently remains calm in the face of setbacks (e.g., maintains a pleasant attitude) Rarely allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others Rarely complains when disappointed by an event
Effective (5.90)	<ul style="list-style-type: none"> Sometimes complains when disappointed by an event, but does so without being disruptive Generally expresses frustration appropriately during challenging situations (e.g., talking through it with others) Occasionally allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others
Somewhat Effective (2.29)	<ul style="list-style-type: none"> Sometimes complains loudly when disappointed by an event Occasionally has difficulty remaining calm in the face of setbacks (e.g., raises voice, slams objects) Sometimes expresses irritation (e.g., cursing, clenching fists) when frustrated during challenging situations Sometimes allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others
Not Effective (1.48)	<ul style="list-style-type: none"> Inappropriately expresses frustration or anger during challenging situations (e.g., yelling, physical aggression) Complains regularly and loudly when disappointed by an event Regularly has difficulty remaining calm in the face of setbacks (e.g., raises voice, slams objects) Often allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others

Keeping an Open Mind

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Originality—Generates new ideas related to tasks, processes, theories, etc.
Performance Level Descriptors for Originality	
Highly Effective (7.37)	<ul style="list-style-type: none"> Frequently presents papers or products that reflect evidence of thinking about ideas in original ways Creates new ideas or extends existing ideas independently Actively generates new ideas or solves problems in new ways (e.g., suggesting improvements or alternatives)
Effective (6.29)	<ul style="list-style-type: none"> Generally is willing to think about new ideas or solve problems in new ways (e.g., suggesting improvements or alternatives) Creates new ideas or extends existing ideas with minimal prompting Sometimes completes papers or products that reflect evidence of thinking about ideas in original ways
Somewhat Effective (4.13)	<ul style="list-style-type: none"> Needs help to create new ideas or extend existing ideas Completes work with few modifications to the provided template or example Sometimes is willing to think about new ideas or solve problems in new ways (e.g., suggesting improvements or alternatives)
Not Effective (1.64)	<ul style="list-style-type: none"> Presents papers or products that reflect thinking about ideas in original ways Rarely is willing to think about new ideas or solve problems in new ways (e.g., suggesting improvements or alternatives) Has difficulty extending existing or creating new ideas, even with help

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Active Imagination—Imagines and/or creates things that do not currently exist in the real world.
Performance Level Descriptors for Active Imagination	
Highly Effective (6.84)	<ul style="list-style-type: none"> Frequently describes or communicates vivid ideas His/her completed projects are often rich in creative detail and show evidence of imaginative thinking Participates in tasks that require imagination (e.g., creative arts, brainstorming)
Effective (6.32)	<ul style="list-style-type: none"> Frequently chooses or gets involved in tasks that require imagination His/her completed projects are sometimes rich in creative detail and show evidence of imaginative thinking Sometimes offers creative ideas for work when they are needed (e.g., during brainstorming)
Somewhat Effective (4.79)	<ul style="list-style-type: none"> Occasionally chooses or gets involved in tasks that require imagination Occasionally describes or communicates vivid ideas His/her completed projects occasionally have appropriate creative detail and show evidence of imaginative thinking
Not Effective (2.12)	<ul style="list-style-type: none"> His/her completed projects lack detail and show little evidence of imaginative thinking Rarely chooses or gets involved in tasks that require imagination Rarely or never describes or communicates vivid ideas

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Information-Seeking—Asks questions and searches for information on a wide variety of topic areas.
Performance Level Descriptors for Information-Seeking	
Highly Effective (7.13)	<ul style="list-style-type: none"> Asks a variety of questions when trying to discover the answer to a question or solve a problem Frequently looks for additional information on a topic—even just out of curiosity, when it is not necessary to complete an assignment Uses a wide array of available resources (Internet searches, books, teachers) when trying to discover the answer to a question or solve a problem
Effective (5.77)	<ul style="list-style-type: none"> Uses several available resources (e.g., Internet searches, books) when trying to discover the answer to a question or solve a problem Generally seeks out additional information on a topic when it would be helpful for effectively completing an assignment or to just satisfy curiosity
Somewhat Effective (4.00)	<ul style="list-style-type: none"> Asks relatively narrow questions when trying to solve a problem Occasionally seeks out additional information on a topic when it would be helpful for completing an assignment effectively Uses one available resource (e.g., an Internet search) when trying to discover the answer to a question or solve a problem
Not Effective (1.54)	<ul style="list-style-type: none"> Rarely or never seeks out additional information on a topic, even when it would be helpful for completing an assignment effectively Rarely asks questions that would help answer questions or solve problems Rarely uses resources to answer questions or solve problems

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Depth of Knowledge—Obtains a level of knowledge that goes beyond the minimum requirements related to performing required tasks.
Performance Level Descriptors for Depth of Knowledge	
Highly Effective (7.26)	<ul style="list-style-type: none"> Frequently takes a more advanced sequence of courses than required or takes many difficult elective courses when available Consistently shows adequate knowledge of required course topics, and frequently demonstrates knowledge above and beyond class requirements
Effective (5.61)	<ul style="list-style-type: none"> Sometimes takes a more advanced sequence of courses than required or takes some difficult elective courses when available Generally shows adequate knowledge of required course topics, and occasionally demonstrates knowledge above and beyond class requirements
Somewhat Effective (3.49)	<ul style="list-style-type: none"> Takes slightly more than the minimum number and sequence of courses needed to obtain a degree Shows adequate knowledge of required course topics, but rarely seeks to learn more
Not Effective (1.71)	<ul style="list-style-type: none"> Shows an inadequate level of knowledge related to required course topics Takes the minimum number and sequence of courses needed to obtain a degree

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Environmental Adaptability—Adjusts his or her behavior to meet the requirements of different or unfamiliar situations and environments.
Performance Level Descriptors for Environmental Adaptability	
Highly Effective (7.51)	<ul style="list-style-type: none"> • Anticipates, accepts, and adapts to differences between various instructors' course expectations • Willingly learns to do things differently even when not required (e.g., working a problem out by hand instead of using a computer) • Transitions smoothly between different tasks without prompting • Rapidly adjusts to change without needing reminders (e.g., a reminder that dining hall hours have changed)
Effective (6.00)	<ul style="list-style-type: none"> • Transitions between different tasks with few prompts or reminders • Generally adapts to differences between various instructors' course expectations when needed • Mostly willing to do things differently when required to do so (e.g., working a problem out by hand instead of using a computer) • Adjusts to change fairly quickly with only minimal reminders (e.g., a reminder that dining hall hours have changed)
Somewhat Effective (3.57)	<ul style="list-style-type: none"> • Adjusts to change somewhat slowly, or needs multiple reminders (e.g., a reminder that dining hall hours have changed) • Sometimes adapts to differences between various instructors' course expectations • Transitions between different tasks after multiple prompts or reminders
Not Effective (1.57)	<ul style="list-style-type: none"> • Refuses to adjust to changes, even when provided with support or reminders to do so (e.g., a reminder that dining hall hours have changed) • Rarely or never willing to do things differently even when required to do so (e.g., working a problem out by hand instead of using a computer) • Has trouble transitioning or refuses to transition between different tasks, even after multiple prompts or reminders • Tends to resist acknowledging or adapting to new situations (e.g., differences between various instructors' course expectations)

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Accommodation—Adjusts existing schedules or plans in order to accommodate changes to tasks and facilitate their completion.
Performance Level Descriptors for Accommodation	
Highly Effective (7.28)	<ul style="list-style-type: none"> Rarely has difficulty adjusting his/her approach when changes are made to original plans Anticipates and makes changes to plans or schedules when needed
Effective (6.91)	<ul style="list-style-type: none"> Willing to make changes to plans or schedules when necessary Sometimes anticipates and makes changes to plans or schedules when needed
Somewhat Effective (4.86)	<ul style="list-style-type: none"> Sometimes has difficulty adjusting his/her approach when changes are made to original plans Usually willing to make changes to plans or schedules when necessary
Not Effective (1.72)	<ul style="list-style-type: none"> Rarely or never willing to make changes to plans or schedules, even when necessary Frequently has difficulty adjusting his/her approach when changes are made to original plans

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Openmindedness—Keeps an open mind when encountering ideas, opinions, and thoughts that are different from his or her own.
Performance Level Descriptors for Openmindedness	
Highly Effective (7.09)	<ul style="list-style-type: none"> • Often willing to change his/her opinions or formulate new ones after hearing new perspectives • Actively seeks out interactions with others who have ideas or opinions that differ from his/her own
Effective (4.74)	<ul style="list-style-type: none"> • Is sometimes willing to change his/her opinions or formulate new ones after hearing new perspectives • Shows interest in interacting with others who have ideas or opinions that differ from his/her own
Somewhat Effective (4.49)	<ul style="list-style-type: none"> • Occasionally shows interest in interacting with others who have ideas or opinions that differ from his/her own • Occasionally listens to and uses new ideas and information, but may resist or be slow to accept new ideas
Not Effective (1.48)	<ul style="list-style-type: none"> • Avoids or ignores interactions that require listening to ideas or opinions that differ from his/her own • Rarely willing to change his/her opinions or formulate new ones after hearing new perspectives

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Embracing Diversity—Shows an interest in and respect for people from different backgrounds and cultures.
Performance Level Descriptors for Embracing Diversity	
Highly Effective (7.54)	<ul style="list-style-type: none"> Consistently shows interest in exploring or learning about different cultures Consistently respectful of people whose cultural beliefs do not align with his/her own
Effective (6.35)	<ul style="list-style-type: none"> Often shows interest in exploring or learning about different cultures Occasionally makes connections with peers from different backgrounds
Somewhat Effective (5.19)	<ul style="list-style-type: none"> Shows some interest in exploring or learning about different cultures Usually respectful of people whose cultural beliefs do not align with his/her own
Not Effective (1.37)	<ul style="list-style-type: none"> Is rarely respectful of people whose cultural beliefs do not align with his/her own Shows little or no interest in exploring or learning about different cultures

Maintaining Composure

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Worry Management—Does not allow anxiety and fear to impact the completion of daily activities or tasks.
Performance Level Descriptors for Worry Management	
Highly Effective (7.71)	<ul style="list-style-type: none"> • Successfully manages anxieties related to activities or tasks and completes work • Consistently deals with anxiety in healthy and productive ways (e.g., talking with friends, exercising) • Recognizes when anxiety or stress is affecting him/her and takes steps to reduce stress
Effective (6.51)	<ul style="list-style-type: none"> • Is generally able to complete activities or tasks about which he/she is anxious • Usually deals with anxiety in healthy and productive ways (e.g., talking with friends, exercising) • Generally recognizes when anxiety or stress is affecting him/her
Somewhat Effective (4.59)	<ul style="list-style-type: none"> • Attempts to deal with anxiety in productive ways (e.g., talking with friends, exercising), but is often unsuccessful in reducing the anxiety • Attempts activities or tasks about which he/she is anxious, but needs support to finish them • Sometimes recognizes when anxiety or stress is affecting him/her
Not Effective (1.83)	<ul style="list-style-type: none"> • Deals with anxiety in counterproductive or self-destructive ways (e.g., not completing work, using substances to reduce anxiety) • Avoids activities or tasks about which he/she is anxious, even when provided with support • Rarely recognizes when anxiety or stress is affecting him/her

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Negative Feeling Management—Does not allow negative feelings (e.g., sadness, guilt, shame) to impact the completion of daily activities or tasks.
Performance Level Descriptors for Negative Feeling Management	
Highly Effective (7.25)	<ul style="list-style-type: none"> Reframes past mistakes or events into something positive instead of dwelling on them (e.g., “If I hadn’t failed that test, I wouldn’t have studied so hard the next time.”) Consistently manages negative emotions in the classroom or other settings Actively uses multiple adequate coping strategies to deal with negative feelings (e.g., seeking social support, relaxation)
Effective (5.78)	<ul style="list-style-type: none"> Occasionally expresses self-criticism regarding past mistakes or events but does not dwell on them Generally uses some adequate coping strategies to deal with negative feelings (e.g., seeking social support, relaxation) Generally manages negative emotions in the classroom or other settings
Somewhat Effective (4.50)	<ul style="list-style-type: none"> Sometimes expresses self-criticism regarding past mistakes or events Sometimes dwells on past difficulties, but can make some progress toward daily activities or tasks Uses a few adequate coping strategies to deal with negative feelings (e.g., seeking social support, relaxation)
Not Effective (1.80)	<ul style="list-style-type: none"> Does not possess adequate coping strategies to deal with negative feelings (e.g., seeking social support, relaxation) Often dwells on past difficulties, which prevents him/her from completing daily activities or tasks Frequently or excessively expresses self-criticism regarding past mistakes or events Shows difficulty managing negative emotions in the classroom or other settings

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Decisiveness—Makes his or her own decisions as appropriate.
Performance Level Descriptors for Decisiveness	
Highly Effective (7.14)	<ul style="list-style-type: none"> • Makes decisions in a timely fashion without agonizing over them • Evaluates difficult decisions after making them and seeks validation from others when appropriate • Uses independent judgment to make personal decisions, but seeks advice from others when appropriate
Effective (5.42)	<ul style="list-style-type: none"> • Occasionally seeks validation from others after making difficult decisions • Seeks advice from others when making personal decisions • Makes decisions only after a fair amount of consideration
Somewhat Effective (4.21)	<ul style="list-style-type: none"> • Seeks approval from others when making personal decisions • Often seeks validation from others after making any decisions
Not Effective (2.49)	<ul style="list-style-type: none"> • Hesitates to make decisions until the last minute, and even then agonizes over them • Frequently defers to others when making personal decisions

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Independence—Works on tasks without needing a lot of support or guidance from others.
Performance Level Descriptors for Independence	
Highly Effective (7.20)	<ul style="list-style-type: none"> • Makes excellent progress on tasks and assignments without needing additional support • Consistently completes independently-oriented assignments without needing approval from others
Effective (6.63)	<ul style="list-style-type: none"> • Rarely needs additional support from others in order to make adequate progress on tasks and assignments • Asks for help after trying different solutions for a difficult problem • Rarely needs approval from others to make progress on independently-oriented assignments
Somewhat Effective (4.88)	<ul style="list-style-type: none"> • Asks for help after cursory attempts to work on assignments that appear difficult • Sometimes needs additional support from others in order to make adequate progress on tasks and assignments • Occasionally relies on others to approve his/her work when making progress on independently-oriented assignments
Not Effective (2.75)	<ul style="list-style-type: none"> • Does not make adequate progress on tasks or assignments without a great deal of support from others • Needs approval from others to make progress on independently-oriented assignments • Does not attempt to address problems without help from others

Socializing with Others

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Taking Charge—Seeks out positions of leadership as appropriate.
Performance Level Descriptors for Taking Charge	
Highly Effective (7.06)	<ul style="list-style-type: none"> • Takes on leadership roles when it seems like an appropriate thing to do • Often proposes plans when working in groups • Takes the initiative and provides leadership in groups when there appears to be a need
Effective (6.69)	<ul style="list-style-type: none"> • Often willing to take on leadership roles when specifically asked to do so • Generally proposes plans when working in groups
Somewhat Effective (4.89)	<ul style="list-style-type: none"> • Sometimes tries to get noticed when performing group tasks • Sometimes proposes plans when working in groups
Not Effective (2.06)	<ul style="list-style-type: none"> • Frequently unwilling to take on leadership roles even when specifically asked to do so • Rarely proposes plans when working in groups • Almost always tries to avoid being noticed when performing group tasks

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Influence—Persuades others to agree with his or her ideas as appropriate.
Performance Level Descriptors for Influence	
Highly Effective (7.17)	<ul style="list-style-type: none"> • Almost always offers potential courses of action during group work • States viewpoints and provides abundant information to support ideas clearly • Effectively persuades others to work together during group work when appropriate
Effective (6.12)	<ul style="list-style-type: none"> • Usually offers potential courses of action during group work • Attempts to persuade others to work together during group work when appropriate • States viewpoints and provides adequate supporting information
Somewhat Effective (3.56)	<ul style="list-style-type: none"> • Only attempts to get others to work together in certain instances (e.g., approaching a deadline) • States viewpoints without providing any supporting information • Sometimes offers potential courses of action during group work
Not Effective (1.63)	<ul style="list-style-type: none"> • Ignores opportunities to get others to work together • Almost never offers potential courses of action during group work

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Cheerful Mood—Generally presents an upbeat and hopeful mood when interacting with others.
Performance Level Descriptors for Cheerful Mood	
Highly Effective (7.15)	<ul style="list-style-type: none"> Consistently displays welcoming body language (e.g., smiling and showing active signs of listening) Consistently makes encouraging comments even when it is challenging to do so (e.g., “That may not have worked the first time, but I know you can do it this time.”) Consistently expresses positive ideas or opinions in a group discussion
Effective (6.88)	<ul style="list-style-type: none"> Often displays welcoming body language (e.g., smiling and showing active signs of listening) Redirects negative conversations to more positive topics Often makes encouraging comments (e.g., “I think you’ve got a good idea that could work.”)
Somewhat Effective (4.21)	<ul style="list-style-type: none"> Sometimes participates in negative conversations before attempting to change the topic Sometimes displays welcoming body language (e.g., smiling and showing active signs of listening) Sometimes expresses positive ideas or opinions in a group discussion Makes encouraging comments more frequently than discouraging ones (e.g., “I think that could work.”)
Not Effective (1.97)	<ul style="list-style-type: none"> Rarely displays welcoming body language (e.g., smiling and showing active signs of listening) Rarely expresses positive ideas or opinions in a group discussion Participates in negative conversations Rarely makes encouraging remarks (e.g., “I think that could work.”)

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Positive Outlook—Generally presents a positive view of situations.
Performance Level Descriptors for Positive Outlook	
Highly Effective (6.98)	<ul style="list-style-type: none"> • Frequently helps others identify the good in difficult situations • Almost always expresses a positive view of the future, even when experiencing adversity • Consistently offers encouragement to others
Effective (6.30)	<ul style="list-style-type: none"> • Usually offers encouragement to others • Often expresses a positive view of the future
Somewhat Effective (4.69)	<ul style="list-style-type: none"> • Occasionally helps others identify the good in difficult situations • Sometimes offers encouragement to others
Not Effective (1.65)	<ul style="list-style-type: none"> • Rarely helps others identify the good in difficult situations • Rarely expresses a positive view of the future • Rarely or never offers encouragement to others

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Interacting with Others—Seeks out and actively participates in social activities when appropriate.
Performance Level Descriptors for Interacting with Others	
Highly Effective (7.15)	<ul style="list-style-type: none"> Consistently participates in and enjoys group work Actively interacts with others during group work most of the time Consistently takes an active role to encourage interaction with others during group work
Effective (6.18)	<ul style="list-style-type: none"> Frequently attends and participates in social events Generally participates in and enjoys group work
Somewhat Effective (3.82)	<ul style="list-style-type: none"> Interacts with others only when necessary during group work Occasionally participates in group work activities Sometimes attends social events when specifically invited
Not Effective (1.75)	<ul style="list-style-type: none"> Avoids interactions during group work Rarely participates in group work activities Avoids social activities, even when specifically invited

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Networking—Maintains and expands his or her social group.
Performance Level Descriptors for Networking	
Highly Effective (7.10)	<ul style="list-style-type: none"> Introduces him/herself to, and converses with, a wide variety of people at career-related or networking events Consistently tries to maintain future contact with people related to his/her career development
Effective (6.19)	<ul style="list-style-type: none"> Introduces him/herself to at least a few relevant people at career-related or networking events Often tries to maintain future contact with people related to his/her career development Frequently invites students he/she has recently met to participate in school or social activities
Somewhat Effective (4.29)	<ul style="list-style-type: none"> Occasionally invites students he/she has recently met to participate in school or social activities Occasionally tries to maintain future contact with people related to his/her career development
Not Effective (1.80)	<ul style="list-style-type: none"> Does not introduce him/herself to others at career-related or networking events Rarely or never invites students he/she has recently met to participate in school or social activities Hardly ever tries to maintain future contact with people related to his/her career development

Sustaining Effort

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Timeliness—Follows a predetermined schedule for appointments/classes and tasks.
Performance Level Descriptors for Timeliness	
Highly Effective (7.47)	<ul style="list-style-type: none"> • Almost always uses time efficiently in order to finish tasks by due dates (e.g., sticks to a schedule to make sure work and needed revisions are completed on time) • If needed, seeks help or additional resources needed to meet deadlines well in advance of due dates • Consistently arrives to class early or on time and is almost never absent • Allocates time needed to finish tasks by due dates without guidance and plans for unexpected delays • Submits all completed assignments on time or early
Effective (6.46)	<ul style="list-style-type: none"> • Generally arrives to class on time and is rarely absent • Often uses time efficiently in order to finish tasks by due dates (e.g., rarely procrastinates for long and allows ample time to complete assignments) • If needed, seeks help or additional resources needed to meet deadlines before due dates
Somewhat Effective (4.64)	<ul style="list-style-type: none"> • Is sometimes late to class but rarely absent • Sometimes uses time efficiently in order to finish tasks by due dates (e.g., may procrastinate and rush to finish) • If needed, at the time work is due, seeks or accepts help meeting deadlines • Submits most completed assignments on time • Allocates time needed to finish tasks by due dates with guidance
Not Effective (1.48)	<ul style="list-style-type: none"> • Consistently late to or absent from class • Frequently misses deadlines or turns in incomplete work • Consistently does not allocate enough time to finish tasks by due dates even with help • Consistently does not use time efficiently in order to finish tasks by due dates (e.g., may procrastinate and turn in incomplete work) • Does not seek help meeting deadlines even when it is needed

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Follow-Through—Meets commitments and works on tasks until they are complete.
Performance Level Descriptors for Follow-Through	
Highly Effective (7.38)	<ul style="list-style-type: none"> • Almost always takes into account all obligations when making commitments (e.g., prioritizes important tasks when making commitments) • Independently completes the work that he/she committed to in group settings • Consistently follows through with commitments without reminders • Remains on-task in class even without supervision
Effective (5.25)	<ul style="list-style-type: none"> • Stays on-task in class when prompted • Completes the work that he/she committed to in group settings • Generally follows through with commitments without reminders
Somewhat Effective (2.60)	<ul style="list-style-type: none"> • Usually needs reminders to follow through with commitments • Needs supervision to remain on-task in class • Sometimes takes on too many commitments without fully considering other obligations (e.g., attempts to schedule both social events and studying when there is limited time available)
Not Effective (1.72)	<ul style="list-style-type: none"> • Does not remain on-task in class even with supervision • Makes commitments but often does not follow through with them • Does not consider other obligations when making commitments (e.g., schedules social events during times that he/she needs to study)

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Quality—Submits high-quality work.
Performance Level Descriptors for Quality	
Highly Effective (7.45)	<ul style="list-style-type: none"> • Almost always uses available resources (e.g., rubrics, checklists), and actively seeks or creates resources needed to improve the quality of his/her work • Independently seeks feedback to improve work and makes needed revisions • Consistently turns in high-quality work that meets or exceeds expected standards
Effective (5.91)	<ul style="list-style-type: none"> • Usually uses available resources (e.g., rubrics, checklists) to improve the quality of his/her work • Makes needed revisions to work when provided with feedback • Consistently turns in good-quality work that meets expected standards
Somewhat Effective (3.07)	<ul style="list-style-type: none"> • Makes minimal or superficial revisions to work when provided with feedback • Frequently turns in work that just meets the minimum requirements • Sometimes works toward improving the quality of his/her work with available resources (e.g., rubrics, checklists)
Not Effective (1.34)	<ul style="list-style-type: none"> • Does not make revisions to work despite feedback • Does not attempt to improve the quality of his/her work with available resources (e.g., rubrics, checklists) • Frequently turns in work that falls below expected standards or requirements

Dimension	Sustaining Effort
Component	Order
Sub-Component	Organization—Uses a systematic approach to organize tasks and materials.
Performance Level Descriptors for Organization	
Highly Effective (7.21)	<ul style="list-style-type: none"> • Uses or creates rubrics or checklists when completing assignments without needing to be told to do so • Identifies and prioritizes main steps or tasks required for successful project completion • Almost always uses the most efficient method or organizational strategy when completing tasks
Effective (6.47)	<ul style="list-style-type: none"> • Uses or creates rubrics or checklists when completing assignments when the instructor recommends it • Usually uses an effective method or organizational strategy when completing tasks
Somewhat Effective (4.56)	<ul style="list-style-type: none"> • Sometimes uses a method or organizational strategy when completing tasks • Sometimes uses or creates rubrics or checklists when completing assignments when the instructor recommends it • Identifies main steps or tasks required for successful project completion but does not prioritize them
Not Effective (1.91)	<ul style="list-style-type: none"> • Frequently fails to identify steps needed to complete projects successfully • Approaches most tasks without a method or organizational strategy • Does not use or create rubrics or checklists when completing assignments

Dimension	Sustaining Effort
Component	Order
Sub-Component	Planning—Creates and follows appropriate schedules or timelines for tasks.
Performance Level Descriptors for Planning	
Highly Effective (7.28)	<ul style="list-style-type: none"> • Almost always creates highly accurate schedules needed to manage all tasks and assignments independently • Creates a detailed time management plan and uses it to complete tasks more efficiently • Effectively prioritizes work tasks over leisure even when peers are pressuring him/her to skip work tasks
Effective (6.29)	<ul style="list-style-type: none"> • Usually prioritizes work tasks over leisure • Schedules time for each component of a task (e.g., one hour for reviewing notes, one hour for developing outline) • Usually creates reasonable schedules needed to prioritize important tasks and assignments independently
Somewhat Effective (5.24)	<ul style="list-style-type: none"> • Creates somewhat reasonable schedules needed to prioritize important tasks and assignments when outside support is provided • Prioritizes work tasks over leisure when given help or feedback
Not Effective (1.84)	<ul style="list-style-type: none"> • Does not adequately plan for managing time related to completing tasks • Does not create schedules needed to prioritize important tasks and assignments, or creates unreasonable schedules (e.g., greatly underestimates time needed for each task)

Dimension	Sustaining Effort
Component	Order
Sub-Component	Monitoring—Checks to make sure progress is being made toward the completion of tasks.
Performance Level Descriptors for Monitoring	
Highly Effective (7.08)	<ul style="list-style-type: none"> • Regularly checks to make sure that his/her own progress is on track • Regularly checks for issues or problems that may interfere with task completion • Uses a checklist or other system to keep track of progress and periodically refers to it to help facilitate task completion
Effective (5.68)	<ul style="list-style-type: none"> • Uses a checklist or other system to keep track of task progress and refers to it sometimes • Checks to make sure his/her own progress is on track after reminders • Regularly compares his/her own progress to benchmarks and/or personal goals
Somewhat Effective (3.81)	<ul style="list-style-type: none"> • Inconsistently uses a checklist or other system to keep track of task progress • Occasionally checks for issues or problems that may interfere with task completion
Not Effective (1.76)	<ul style="list-style-type: none"> • Does not check for issues or problems that may interfere with task completion even after they have arisen • Rarely keeps track of progress even when provided with reminders • Does not use a checklist or other system to keep track of task progress

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Overcoming Challenges—Continues to work on tasks despite the difficulty level, the presence of significant obstacles, or previous setbacks.
Performance Level Descriptors for Overcoming Challenges	
Highly Effective (7.53)	<ul style="list-style-type: none"> Willingly attempts challenging tasks and often perseveres through frustrations Almost always examines personal mistakes to learn from them, even without prompting Uses multiple relevant resources to overcome academic difficulties (e.g., instructions, books, web resources, interviews)
Effective (6.23)	<ul style="list-style-type: none"> Attempts challenging tasks and generally only asks for help when frustrated Usually examines personal mistakes to learn from them with prompting Uses more than one related resource to help him/her overcome academic difficulties (e.g., instructions, relevant books or subject-area materials)
Somewhat Effective (4.64)	<ul style="list-style-type: none"> Will attempt challenging tasks if needed but immediately seeks assistance when difficulties arise Sometimes examines personal mistakes to learn from them with prompting
Not Effective (1.70)	<ul style="list-style-type: none"> Does not attempt challenging tasks or gives up at the first sign of difficulty Generally unreceptive to the idea that mistakes or setbacks have value Does not use additional resources to help him/her overcome academic difficulties

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Maintaining Effort—Puts in the time and sustained energy needed to successfully complete a task.
Performance Level Descriptors for Maintaining Effort	
Highly Effective (7.25)	<ul style="list-style-type: none"> • Finds a way to make boring tasks more interesting in order to stay engaged • Works hard on most projects for an extended period of time • Demonstrates high levels of effort on projects over time even if not personally interested in the topic
Effective (5.82)	<ul style="list-style-type: none"> • Usually maintains an appropriate level of effort needed for most tasks/assignments • Puts adequate effort into long-term projects when he/she is interested or sees personal value in it • Does a sufficient amount of work on tasks even when he/she is not interested in them
Somewhat Effective (4.29)	<ul style="list-style-type: none"> • Sometimes displays appropriate effort but does not always adjust effort level to the task/assignment • Occasionally puts adequate effort into long-term projects when he/she is interested or sees personal value in it
Not Effective (1.70)	<ul style="list-style-type: none"> • Abandons projects that require long-term effort • Abandons tasks that he/she finds unstimulating • Demonstrates minimal effort on most tasks/assignments • Does the minimal amount of work when completing boring tasks

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Focusing—Maintains attention on the current activity despite the nature of the task or distractions.
Performance Level Descriptors for Focusing	
Highly Effective (7.33)	<ul style="list-style-type: none"> • Almost always rebounds quickly from distractions and resumes a high level of focus • Seeks out a distraction-free environment when possible and avoids known distractions • Demonstrates sustained academic engagement during class time
Effective (6.26)	<ul style="list-style-type: none"> • Usually recovers focus after a distraction and gets back on-task • Attempts to avoid known distractions or minimize their impact • Demonstrates academic engagement during most of class time
Somewhat Effective (4.67)	<ul style="list-style-type: none"> • Demonstrates academic engagement during parts of class time • Sometimes recovers focus after a distraction and generally gets back on-task
Not Effective (1.76)	<ul style="list-style-type: none"> • Frequently does not demonstrate academic engagement during class time • Does not attempt to stay away from known distractions or minimize their impact • Frequently unable to recover focus after a distraction and remains off-task

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Compliance—Follows instructions, procedures, and rules.
Performance Level Descriptors for Compliance	
Highly Effective (7.14)	<ul style="list-style-type: none"> • Almost always listens and adheres to directions from instructors or other authority figures (e.g., resident advisor) • Follows institution rules, procedures, and expectations (e.g., code of conduct, instructors' directions, dorm rules) without reminders
Effective (5.73)	<ul style="list-style-type: none"> • Usually listens and adheres to directions from instructors or other authority figures (e.g., resident advisor) • Follows institution rules, procedures, and expectations (e.g., code of conduct, instructors' directions, dorm rules) with few reminders
Somewhat Effective (3.23)	<ul style="list-style-type: none"> • Needs reminders to follow institution rules, procedures, and expectations (e.g., code of conduct, instructors' directions, dorm rules) • Sometimes listens and adheres to directions from instructors or other authority figures (e.g., resident advisor)
Not Effective (1.28)	<ul style="list-style-type: none"> • Does not follow institution rules, procedures, and expectations (e.g., code of conduct, instructors' directions, dorm rules), even with frequent reminders • Rarely listens or adheres to directions from instructors or other authority figures (e.g., resident advisor)

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Respect for Rules/Authority—Shows respect and appreciation for authority figures and rules.
Performance Level Descriptors for Rules/Authority	
Highly Effective (6.96)	<ul style="list-style-type: none"> • Almost always polite and respectful when interacting with authority figures (e.g., instructors, resident advisors) • Almost never interrupts or talks over authority figures when they are providing instructions • Almost always shows respect for instructors and other authority figures • Expresses a very positive attitude toward listening to authority figures or rules
Effective (5.80)	<ul style="list-style-type: none"> • Expresses a moderately positive attitude toward listening to authority figures or rules • Usually shows respect for instructors and other authority figures • Usually polite and respectful when interacting with authority figures (e.g., instructors, resident advisors)
Somewhat Effective (3.09)	<ul style="list-style-type: none"> • Sometimes interrupts or talks over authority figures when they are providing instructions • Sometimes shows respect for instructors or other authority figures
Not Effective (1.32)	<ul style="list-style-type: none"> • Rarely polite and respectful when interacting with authority figures (e.g., instructors, resident advisors) • Rarely shows respect for instructors or other authority figures • Frequently interrupts or talks over authority figures when they are providing instructions • Frequently expresses a negative attitude toward listening to authority figures or rules

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Self-Improvement—Works hard to become more effective by learning new skills/knowledge or improving existing skills.
Performance Level Descriptors for Self-Improvement	
Highly Effective (7.38)	<ul style="list-style-type: none"> Regularly spends time improving his/her skills or knowledge (e.g., practicing an instrument or researching a topic in depth) Seeks out constructive feedback from others and responds with continued effort Seeks opportunities to learn new skills (e.g., registers for challenging electives)
Effective (6.82)	<ul style="list-style-type: none"> Willing to learn new skills without much encouragement (e.g., selects a challenging elective when recommended by advisor) Accepts and responds to constructive feedback from others but does not seek it out
Somewhat Effective (4.70)	<ul style="list-style-type: none"> Occasionally spends time improving his/her skills or knowledge (e.g., practicing an instrument or researching a topic in depth) Reluctantly responds to most constructive feedback from others
Not Effective (1.41)	<ul style="list-style-type: none"> Ignores constructive feedback from others Rarely spends time improving his/her skills or knowledge (e.g., practicing an instrument or researching a topic in depth) Frequently unwilling to learn new skills even with considerable encouragement (e.g., frequently selects the least challenging course even when advised otherwise)

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Initiative—Takes action without being asked to do so.
Performance Level Descriptors for Initiative	
Highly Effective (7.12)	<ul style="list-style-type: none"> Begins work immediately once task expectations are clear (e.g., after verbal instructions) Puts in extra effort on important assignments without being asked to do so Starts tasks and assignments without needing to be prompted
Effective (6.16)	<ul style="list-style-type: none"> Begins work soon after task expectations are made clear (e.g., after verbal instructions) Sometimes completes tasks that are not required Puts in extra effort on important assignments when asked to do so Starts tasks and assignments with minimal prompting
Somewhat Effective (3.39)	<ul style="list-style-type: none"> Needs some additional prompts/reminders in order to begin work after task expectations are clear Occasionally needs multiple prompts before beginning tasks and assignments Sometimes puts in extra effort on important assignments when asked to do so
Not Effective (1.70)	<ul style="list-style-type: none"> Rarely completes tasks that are not required Rarely starts tasks and assignments even with multiple prompts or reminders Rarely puts in extra effort on important assignments when asked to do so Needs a lot of prompting/reminders in order to begin work after task expectations (e.g., verbal instructions) are clear

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Goal-Setting—Sets high but achievable goals for self-improvement and advancement.
Performance Level Descriptors for Goal-Setting	
Highly Effective (7.19)	<ul style="list-style-type: none"> • Does a good deal of research when setting goals for the future (e.g., career options) • Sets realistic goals for him/herself without assistance • Frequently consults with instructors, advisors, or peers when making educational or vocational plans for the future even when they do not reach out to him/her • Continuously and independently assesses progress toward meeting goals without support
Effective (4.37)	<ul style="list-style-type: none"> • Sometimes consults with instructors, advisors, or peers when making educational or vocational plans for the future even when they do not reach out to him/her • Does some research when setting goals for the future (e.g., career options)
Somewhat Effective (2.70)	<ul style="list-style-type: none"> • Rarely assesses progress toward meeting goals without support • Has some difficulty setting realistic goals for him/herself without assistance • Does a little research when setting goals for the future (e.g., career options)
Not Effective (1.71)	<ul style="list-style-type: none"> • Does no research setting goals for the future (e.g., career options) • Rarely sets realistic goals for him/herself, even with assistance • Rarely assesses progress toward meeting goals, even with support • Rarely consults with instructors, advisors, or peers when making educational or vocational plans for the future, even when they reach out to him/her

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Restraint—Resists the impulse to act on a desire.
Performance Level Descriptors for Restraint	
Highly Effective (6.92)	<ul style="list-style-type: none"> • Almost always avoids risky behaviors that may cause harm to self or others (e.g., calls a cab to go home after drinking, refuses substances when offered) • Almost always avoids behaviors that may prevent him/her from effectively completing a task (e.g., attending a party the night before a test) • Almost always delays gratification in order to focus on the task at hand (e.g., waits to check new text/email until after class)
Effective (6.09)	<ul style="list-style-type: none"> • Usually avoids risky behaviors that may cause harm to self or others (e.g., calls a cab to go home after drinking, refuses substances when offered) • Generally avoids behaviors that may prevent him/her from effectively completing a task (e.g., attending a party the night before a test) • Often delays gratification in order to focus on the task at hand most of the time (e.g., waits to check new text/email until after class)
Somewhat Effective (3.41)	<ul style="list-style-type: none"> • Occasionally engages in risky behaviors that may cause harm to self or others (e.g., drinking and driving, abusing substances) • Occasionally engages in behaviors that may prevent him/her from effectively completing a task (e.g., attending a party the night before a test) • Sometimes delays gratification in order to focus on the task at hand (e.g., waits to check new text/email until after class)
Not Effective (1.48)	<ul style="list-style-type: none"> • Engages in risky behaviors that may cause harm to self or others (e.g., drinking and driving, abusing substances) • Often engages in behaviors that may prevent him/her from effectively completing a task (e.g., attending a party the night before a test) • Rarely delays gratification in order to focus on the task at hand (e.g., waits to check new text/email until after class)

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Thinking before Acting—Takes the time to consider his or her options, potential consequences, and steps that need to be completed before taking action.
Performance Level Descriptors for Thinking before Acting	
Highly Effective (7.13)	<ul style="list-style-type: none"> • Almost always considers the pros and cons of a decision before acting • Almost always creates specific action plans before starting important tasks rather than starting them immediately • Almost always seeks input from appropriate parties (e.g., instructors, peers) before making important decisions
Effective (6.38)	<ul style="list-style-type: none"> • Usually seeks input from appropriate parties (e.g., instructors, peers) before making important decisions • Usually creates specific action plans before starting important tasks rather than starting them immediately • Usually considers the pros and cons of a decision before acting
Somewhat Effective (4.22)	<ul style="list-style-type: none"> • Sometimes starts important tasks with incomplete plans or little consideration as to the best way to accomplish them • Sometimes considers the pros and cons of a decision before acting • Sometimes seeks input from appropriate parties (e.g., instructors, peers) before making important decisions
Not Effective (2.01)	<ul style="list-style-type: none"> • Rarely considers the pros and cons of a decision before acting • Rarely seeks input from appropriate parties (e.g., instructors, peers) before making important decisions • Frequently starts important tasks without any plan of action or considering the best way to accomplish them

Workforce

Development of the Workforce descriptors involved drafting an initial pool of 672 statements, based on material provided during workshops conducted with workforce supervisors. Once these were drafted, a separate group of 53 workforce supervisors with at least three years of experience supervising employees rated the behavioral statements in terms of effectiveness for successfully transitioning into the workforce. Descriptive statistics were generated for each statement (mean, standard deviation/error of measurement, r_{wg}), and statements with $SEM > .30$ and $r_{wg} < .66$ were generally eliminated. For a small number of cases (especially where there was initially a small number of statements for an effectiveness level within a subcomponent), statements with r_{wg} statistics above .6 were kept as long as the SEM was below .3. Other statements were deleted based on content redundancies within an effectiveness level, or mean effectiveness ratings that did not fit well into one of the four effectiveness levels. At the end of the review process, 69 statements were deleted, resulting in a final number of 603 Performance Level Descriptors for Workforce.

Acting Honestly

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Truthfulness—Interacts with others in a straightforward, open, and truthful manner.
Performance Level Descriptors for Truthfulness	
Highly Effective (6.76)	<ul style="list-style-type: none"> • Almost always appropriately gives complete information and feedback to coworkers to be constructive • Consistently honest and avoids manipulating coworkers even when standing up for the truth is uncomfortable or may have a negative personal outcome • Always tries to represent his/her skills and abilities realistically and honestly • Acknowledges mistakes that he/she made without being asked, and does not make excuses for his/her behavior
Effective (5.66)	<ul style="list-style-type: none"> • Usually represents his/her skills and abilities accurately, but occasionally exaggerates or hides them • Usually honest and avoids manipulating coworkers, even when standing up for the truth is uncomfortable or may have a negative personal outcome • Usually appropriately provides complete information and feedback to coworkers to be constructive • Rarely exaggerates the truth even when it is advantageous for him/her
Somewhat Effective (3.03)	<ul style="list-style-type: none"> • Occasionally provides incomplete information and feedback to coworkers in order to manipulate them • Sometimes dishonest with the goal of manipulating coworkers for personal gain • Occasionally exaggerates the truth when it is advantageous for him/her • Sometimes misrepresents his/her skills and abilities when it may be personally beneficial • Will admit mistakes that he/she made when asked about them, but may make excuses
Not Effective (2.20)	<ul style="list-style-type: none"> • Often dishonest, with the goal of manipulating coworkers for personal gain • Often claims to have skills and abilities that he/she does not have • Frequently provides incomplete information and feedback to coworkers in order to manipulate them • Frequently exaggerates the truth when it is advantageous for him/her • Refuses to acknowledge mistakes that he/she made

Dimension	Acting Honestly
Component	Genuineness
Sub-Component	Acceptance of Responsibility—Accepts responsibility for his or her actions, including giving others due credit when appropriate.
Performance Level Descriptors for Acceptance of Responsibility	
Highly Effective (6.42)	<ul style="list-style-type: none"> • Rarely if ever blames coworkers or situational factors for his/her mistakes • Almost always reports his/her errors regardless of requirements • Almost always acknowledges and praises others' contributions to completing tasks • Actively takes responsibility for his/her mistakes without prompting and tries to correct those mistakes • Acknowledges that success was due to a team effort
Effective (5.48)	<ul style="list-style-type: none"> • Occasionally blames situational factors for his/her mistakes, but generally does not blame coworkers • Acknowledges fault for his/her mistakes • Generally reports his/her errors when necessary • Usually acknowledges others' contributions to a group project
Somewhat Effective (3.90)	<ul style="list-style-type: none"> • Sometimes blames the situation for his/her mistakes, instead of accepting responsibility • Occasionally covers up his/her mistakes • Sometimes acknowledges others' contributions to a group project • Sometimes exaggerates personal responsibility in a group effort
Not Effective (2.33)	<ul style="list-style-type: none"> • Often blames others for his/her mistakes, instead of accepting responsibility • Often tries to hide or cover up his/her mistakes • Rarely admits his/her fault or role in mistakes even when directly confronted • Does not acknowledge others' contributions toward group tasks

Dimension	Acting Honestly
Component	Fairness
Sub-Component	Fairness—Acts in ways that are intended to be unbiased and fair to everyone.
Performance Level Descriptors for Fairness	
Highly Effective (6.31)	<ul style="list-style-type: none"> • Almost always questions rules or policies that appear to favor one group over another • Almost always shows concern for others when others are being treated unfairly and tries to take steps to correct it • Consistently treats coworkers fairly, regardless of personal differences or favoritism • Goes out of his/her way to ensure that everyone’s thoughts and ideas are heard
Effective (5.07)	<ul style="list-style-type: none"> • Sometimes questions rules or policies that appear to favor one group over another • Often tries to make sure that the thoughts and opinions of others are heard • Usually shows concern when others are being treated unfairly, even if it does not impact him/her
Somewhat Effective (3.12)	<ul style="list-style-type: none"> • Rarely questions rules or policies that appear to favor one group over another • Occasionally treats coworkers unfairly due to personal differences or favoritism • Sometimes shows concern when others are being treated unfairly, even if it does not impact him/her
Not Effective (2.44)	<ul style="list-style-type: none"> • Makes no attempt to make sure the thoughts and opinions of others are heard • Generally treats coworkers unfairly due to personal differences or favoritism • Ignores situations when others are being treated unfairly, unless it impacts him/her

Dimension	Acting Honestly
Component	Modesty
Sub-Component	Modesty—Avoids boasting or acting superior to others and is humble about achievements.
Performance Level Descriptors for Modesty	
Highly Effective (6.60)	<ul style="list-style-type: none"> • Does not exaggerate his/her achievements • Consistently recognizes strengths and areas he/she needs to improve even when others do not point them out • Reacts positively and listens to constructive feedback regardless of how the feedback is given • Graciously accepts praise and gives praise to others for their accomplishments • Returns compliments to others when receiving praise
Effective (6.11)	<ul style="list-style-type: none"> • Usually recognizes strengths and areas he/she needs to improve even when others do not point them out • Rarely exaggerates his/her achievements • Usually receptive to constructive feedback when it is framed positively
Somewhat Effective (3.49)	<ul style="list-style-type: none"> • Does not accurately acknowledge areas he/she needs to improve unless they are pointed out by others • Sometimes exaggerates his/her achievements to appear more accomplished than others • Sometimes reacts positively and listens to constructive feedback • Occasionally boasts about compliments when receiving praise
Not Effective (2.25)	<ul style="list-style-type: none"> • Reacts negatively and does not listen to constructive feedback • Boasts about accomplishments when receiving praise • Greatly exaggerates achievements to appear more accomplished than others • Does not acknowledge areas he/she needs to improve even when pointed out by others

Getting Along with Others

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Interpreting Emotional Reactions—Responds appropriately to emotional reactions from others.
Performance Level Descriptors for Interpreting Emotional Reactions	
Highly Effective (6.31)	<ul style="list-style-type: none"> • Expresses understanding and an interest in others’ emotions by consistently responding in an appropriate way • Makes a significant effort to understand the emotions of others by asking a variety of questions • Encourages others to talk about their feelings when appropriate, and listens attentively while they are talking
Effective (6.01)	<ul style="list-style-type: none"> • His/her verbal and physical responses usually indicate an accurate understanding of others’ emotions • Often asks questions to better understand what others are thinking or feeling • Can correctly identify what others are feeling most of the time
Somewhat Effective (3.88)	<ul style="list-style-type: none"> • Sometimes demonstrates a lack of awareness of others’ emotions by responding inappropriately • Listens to others when they express emotions, but does not offer a response
Not Effective (2.48)	<ul style="list-style-type: none"> • Does not express interest in or concern for others’ emotions • Often has an inappropriate verbal or physical response to the emotions of others • Has difficulty identifying what others are feeling most of the time

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Showing Concern—Demonstrates concern and compassion for others' feelings.
Performance Level Descriptors for Showing Concern	
Highly Effective (6.53)	<ul style="list-style-type: none"> Verbally and nonverbally communicates deep and genuine concern for others (e.g., providing comfort, offering to do something helpful) Shows compassion or empathy for others even when he/she is under pressure or has other concerns Comforts coworkers (even if they are not friends) when they are upset, using appropriate and reassuring behaviors (e.g., listening empathically)
Effective (6.03)	<ul style="list-style-type: none"> Often listens to others talk about their feelings or problems Frequently provides comfort and/or encouragement to others when they seem distressed
Somewhat Effective (4.02)	<ul style="list-style-type: none"> Occasionally fails to show compassion or empathy for others when he/she is under pressure or has other concerns Occasionally listens to others talk about their feelings or problems Occasionally provides some comfort and/or encouragement to others when they seem distressed
Not Effective (2.53)	<ul style="list-style-type: none"> Does not provide comfort and/or encouragement to others when they seem distressed Does not listen to others talk about their feelings or problems Rarely shows compassion or empathy for others when he/she is under pressure or has other concerns

Dimension	Getting Along with Others
Component	Perspective Taking
Sub-Component	Considering the Audience—Takes others' perspectives and feelings into consideration when communicating information.
Performance Level Descriptors for Considering the Audience	
Highly Effective (6.91)	<ul style="list-style-type: none"> His/her tone and body language consistently show consideration for the audience (e.g., smiling, leaning in when appropriate) Consistently offers opportunities to ask questions about information being shared Consistently adapts the format or content of a conversation or presentation to fit the audience
Effective (6.36)	<ul style="list-style-type: none"> His/her tone and body language often show consideration for the audience (e.g., smiling, leaning in when appropriate) Often adapts the format or content of a conversation or presentation to fit the audience
Somewhat Effective (5.05)	<ul style="list-style-type: none"> Sometimes adapts format or content of information to fit the audience His/her tone or body language sometimes show consideration for the audience (e.g., smiling, leaning in when appropriate) Sometimes asks whether there are questions regarding information being shared
Not Effective (2.50)	<ul style="list-style-type: none"> His/her tone or body language rarely show consideration for the audience (e.g., smiling, leaning in when appropriate) Does not adapt format or content of information to fit the audience Doesn't ask others whether they have questions regarding information being shared

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Forgiveness—Continues to work or interact with others even after others have wronged (e.g., deceived, hurt) him or her as appropriate.
Performance Level Descriptors for Forgiveness	
Highly Effective (6.54)	<ul style="list-style-type: none"> Consistently gives others a second chance without holding a grudge Moves past personal conflicts quickly and reestablishes the collaborative work relationship Readily accepts apologies from others
Effective (5.85)	<ul style="list-style-type: none"> Usually accepts apologies for others' wrongdoings Often gives others a second chance without holding a grudge Is usually willing to collaborate with colleagues on projects following personal conflicts
Somewhat Effective (3.56)	<ul style="list-style-type: none"> Usually resists working with coworkers on projects following conflicts and collaborates only if encouraged or instructed to do so May need convincing or encouragement to accept apologies for others' wrongdoings Sometimes gives others a second chance, even though he/she may continue to have hard feelings
Not Effective (2.22)	<ul style="list-style-type: none"> Refuses to accept apologies for others' wrongdoings Rarely gives others a second chance because he/she continues to hold grudges Refuses to collaborate with coworkers on projects following conflicts

Dimension	Getting Along with Others
Component	Goodwill
Sub-Component	Trust—Interactions with others are influenced by a belief that others generally have good intentions (e.g., others are usually honest and will do what they say they will do).
Performance Level Descriptors for Trust	
Highly Effective (6.40)	<ul style="list-style-type: none"> Consistently displays an appropriate level of trust by sharing information with others when needed Usually displays an appropriate level of trust by sharing information with others when needed
Effective (6.30)	<ul style="list-style-type: none"> When working as part of a group, trusts that group members will complete their tasks to the best of their ability Gives most people the benefit of the doubt
Somewhat Effective (3.50)	<ul style="list-style-type: none"> When working as part of a group, expresses reservations that some group members will not complete tasks Sometimes gives others the benefit of the doubt
Not Effective (2.97)	<ul style="list-style-type: none"> Often displays a lack of trust by sharing too little information with others When working as part of a group, expresses concern (without good cause) that other group members will not complete tasks Frequently mistrusts others, even when there is little reason to do so

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Assisting Others—Helps others as needed.
Performance Level Descriptors for Assisting Others	
Highly Effective (6.77)	<ul style="list-style-type: none"> Consistently provides assistance to colleagues who need it, but also completes his/her own work Almost always able to identify when others need help at work Actively seeks opportunities to help others whenever possible and appropriate Almost always offers help to others in need without needing to be asked
Effective (5.97)	<ul style="list-style-type: none"> Often provides assistance to colleagues who need it, but also completes his/her own work Often able to identify when others need help at work
Somewhat Effective (3.85)	<ul style="list-style-type: none"> Is somewhat resistant to helping colleagues and provides assistance only when asked Occasionally volunteers to help others at work, but complains about the extra responsibility Sometimes able to identify when others need help at work Sometimes provides assistance to colleagues who need it, but may fall behind in his/her own work to do so
Not Effective (2.50)	<ul style="list-style-type: none"> Rarely or never provides assistance to colleagues Acts dismissive or inattentive when others need help at work Rarely or never volunteers to help others at work

Dimension	Getting Along with Others
Component	Helpfulness
Sub-Component	Selflessness—Shows generosity in sharing time and resources with others despite the impact it may have on him or herself.
Performance Level Descriptors for Selflessness	
Highly Effective (6.35)	<ul style="list-style-type: none"> Helps others without an expectation of benefit or reward When possible, will go to great lengths to help others even when it is very inconvenient to do so Freely offers time and resources (e.g., supplies, information) to anyone who needs them
Effective (5.43)	<ul style="list-style-type: none"> Often shares time and resources (e.g., supplies, information), but may be more willing to share with some people than others Often helps others, even when it is inconvenient
Somewhat Effective (4.28)	<ul style="list-style-type: none"> Helps others, but asks for something in return Occasionally shares time and resources (e.g., supplies, information), though often must be asked to do so Helps others when there is minimal personal inconvenience to doing so
Not Effective (3.11)	<ul style="list-style-type: none"> Rarely shares time and resources (e.g. supplies, information) Only helps others when there is a benefit for him/her Unwilling to help others unless there is the guarantee of a reward for doing so

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Respect for Others—Interacts with others in a polite and considerate manner.
Performance Level Descriptors for Respect for Others	
Highly Effective (6.73)	<ul style="list-style-type: none"> • Almost always apologizes as appropriate when behavior offends others and tries to prevent it from happening again • Almost never speaks negatively to and about others (e.g., foul language, insults, interruptions) • Often pays attention when colleagues are speaking, and rarely ignores others in meetings • Consistently speaks to supervisors, coworkers, and customers politely (e.g., respectful language, tone, and volume)
Effective (5.97)	<ul style="list-style-type: none"> • Usually apologizes as appropriate when behavior offends others • Usually speaks to supervisors, coworkers, and customers politely (e.g., respectful language, tone, and volume) • Almost never uses others’ personal materials or workspace inappropriately or without asking • Almost always pays attention when colleagues are speaking
Somewhat Effective (4.35)	<ul style="list-style-type: none"> • Sometimes speaks negatively to and about others (e.g., foul language, insults, interruptions) • Sometimes pays attention when colleagues are speaking, but occasionally ignores others in meetings • Usually speaks politely to supervisors (e.g., respectful language, tone, and volume), but sometimes not with coworkers and/or customers • Rarely uses others’ personal materials or workspace inappropriately or without asking • Apologizes for inappropriate or offensive behavior when prompted by others
Not Effective (2.13)	<ul style="list-style-type: none"> • Often speaks negatively to and about others (e.g., foul language, insults, interruptions) • Rarely apologizes for inappropriate behavior • Often uses others’ personal materials or workspace inappropriately or without asking • Rarely speaks to supervisors, coworkers, and customers politely (e.g., respectful language, tone, and volume) • Rarely pays attention when colleagues are speaking, and often ignores others in meetings

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Collaboration—Completes group tasks and achieves group goals by effectively interacting with others.
Performance Level Descriptors for Collaboration	
Highly Effective (6.89)	<ul style="list-style-type: none"> • Seeks, identifies, and engages in opportunities to work with others and expresses interest in learning from others • Consistently provides valuable input to group discussions • Consistently completes his/her share of work on team projects • Encourages others to share their ideas, encourages group discussion of ideas, and seeks feedback • Communicates openly, proactively, and frequently with team members about projects (e.g., workload distribution, expectations)
Effective (6.19)	<ul style="list-style-type: none"> • Usually listens to and discusses supervisors' and coworkers' ideas and feedback • Is usually active in group discussions and provides valuable input • Often completes his/her share of group work
Somewhat Effective (4.11)	<ul style="list-style-type: none"> • Sometimes provides input to group discussions • Discusses ideas and listens to feedback from his/her supervisor, but not coworkers • Usually completes his/her share of work on team projects, but needs reminders and assistance • Communicates with team members when necessary or initiated by others
Not Effective (2.48)	<ul style="list-style-type: none"> • Rarely completes his/her share of work on team projects • Does not communicate well with team members • Does not actively participate in group discussions • Only wants to pursue his/her own ideas and resists feedback

Dimension	Getting Along with Others
Component	Cooperation
Sub-Component	Conflict Management—Works through conflicts and disagreements productively.
Performance Level Descriptors for Conflict Management	
Highly Effective (6.68)	<ul style="list-style-type: none"> • Seeks appropriate assistance to resolve conflict with coworkers when needed • Acts as a mediator to help coworkers resolve conflicts • Consistently remains calm and polite when there is tension in the group
Effective (5.74)	<ul style="list-style-type: none"> • Sometimes seeks assistance to mediate conflict with coworkers when needed • Often able to resolve conflict with coworkers • Usually changes behavior to avoid or reduce an ongoing conflict with coworkers • Often remains calm and polite when there is tension in the group
Somewhat Effective (3.72)	<ul style="list-style-type: none"> • Rarely seeks assistance to mediate conflict with coworkers even when needed • Has difficulty resolving conflict with coworkers, often requiring a lot of assistance from others (e.g., supervisor) • Changes behavior to avoid conflict with coworkers, but only when requested by a supervisor • Sometimes remains calm and polite when there is tension in the group
Not Effective (2.11)	<ul style="list-style-type: none"> • Provokes conflicts among others by polarizing differences of opinions and blaming people • Is unwilling to change opinions and behavior that cause conflict with coworkers • Refuses or is unable to resolve conflict with coworkers even with assistance from others (e.g., supervisor, coworkers) • Rarely remains calm and polite when there is tension in the group

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Frustrations with Others—Effectively deals with disappointment, annoyances, and setbacks related to others' actions without showing irritation or anger.
Performance Level Descriptors for Tolerating Frustrations with Others	
Highly Effective (6.59)	<ul style="list-style-type: none"> • Almost never yells or argues with others when frustrated • Continues to interact with others in a polite and professional manner even when frustrated by coworkers • When a coworker makes a mistake that impacts the employee's work, the employee remains calm and professional
Effective (6.00)	<ul style="list-style-type: none"> • Rarely yells or argues with others when frustrated • Usually refrains from expressing frustration with coworkers, remains calm and pleasant when frustrated
Somewhat Effective (3.34)	<ul style="list-style-type: none"> • When a coworker makes a mistake that impacts the employee's work, the employee sometimes blames the coworker instead of the behavior • Occasionally expresses frustration with other coworkers inappropriately • Sometimes yells or argues with others when frustrated
Not Effective (2.32)	<ul style="list-style-type: none"> • Often yells or argues with others when frustrated • When a coworker makes a mistake that impacts the employee's work, the employee frequently blames the coworker instead of the behavior • Is usually unable to control frustration with other coworkers and expresses it inappropriately • Rarely is polite when he/she is frustrated with others

Dimension	Getting Along with Others
Component	Patience
Sub-Component	Tolerating Situational Frustrations—Effectively deals with disappointment, annoyances, and setbacks related to situational factors without showing irritation or anger.
Performance Level Descriptors for Tolerating Situational Frustrations	
Highly Effective (6.56)	<ul style="list-style-type: none"> • Rarely allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others • Chooses appropriate ways to cope with challenging situations (e.g., takes a brief break, discusses the situation with coworkers after it is over) • Chooses appropriate ways to express frustration with challenging situations (e.g., talking with his/her supervisor about it) • Remains calm and pleasant during challenging situations and setbacks
Effective (4.03)	<ul style="list-style-type: none"> • Occasionally allows frustrations going on in his/her life to impact the quality of his/her work or the way he/she interacts with others • Often expresses frustration with challenging situations, but typically does so calmly without emotional outbursts • Sometimes complains when disappointed by an event, but does so without being disruptive
Somewhat Effective (2.94)	<ul style="list-style-type: none"> • Sometimes becomes impatient in difficult situations • Sometimes allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others • Sometimes complains loudly when disappointed by an event
Not Effective (2.27)	<ul style="list-style-type: none"> • Complains regularly and loudly when disappointed by an event • Often inappropriately expresses frustration with challenging situations (e.g., yelling) • Often allows frustrations going on in his/her life to impact quality of work or the way he/she interacts with others • Frequently has an emotional reaction to difficult situations or setbacks (e.g., yells or cries)

Keeping an Open Mind

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Originality—Generates new ideas related to tasks, processes, theories, etc.
Performance Level Descriptors for Originality	
Highly Effective (6.53)	<ul style="list-style-type: none"> • Tweaks or builds on examples when completing work projects • Frequently completes work projects in a personally distinctive manner (e.g., layout, concept, analysis) • Consistently identifies and implements novel solutions to work issues or challenges • Frequently creates new ideas or extends existing ideas independently
Effective (6.06)	<ul style="list-style-type: none"> • Creates some new ideas or extends existing ideas of others with minimal prompting • Often identifies and implements novel solutions to work issues or challenges • Completes work projects in an original manner (e.g., layout, concept, analysis)
Somewhat Effective (4.19)	<ul style="list-style-type: none"> • Needs help to create new ideas or extend existing ideas • Completes some work projects without putting original thought into them • Sometimes willing to think about or search for new ideas or solve problems in new ways
Not Effective (2.91)	<ul style="list-style-type: none"> • Has difficulty extending existing ideas or creating new ideas, even with help • Does not search for novel solutions to work issues or challenges

Dimension	Keeping an Open Mind
Component	Creativity
Sub-Component	Active Imagination—Generates new ideas related to tasks, processes, theories, etc.
Performance Level Descriptors for Active Imagination	
Highly Effective (6.47)	<ul style="list-style-type: none"> Consistently engages in activities or tasks that require creativity or an active imagination Routinely offers creative ideas for work when they are needed (e.g., during brainstorming) Frequently develops new procedures or tools to solve problems and improve work quality
Effective (5.16)	<ul style="list-style-type: none"> Sometimes offers creative ideas for work when they are needed (e.g., during brainstorming) Occasionally develops new procedures or tools to solve problems and improve work quality Frequently chooses or gets involved in tasks that require imagination
Somewhat Effective (4.74)	<ul style="list-style-type: none"> Occasionally engages in tasks that require creativity or an active imagination Occasionally describes or communicates vivid ideas His/her completed projects occasionally have appropriate creative detail and show evidence of imaginative thinking
Not Effective (2.35)	<ul style="list-style-type: none"> Tends to avoid activities or tasks that require creativity or an active imagination Rarely offers creative ideas for tasks Rarely develops new procedures or tools to solve problems and improve work quality

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Information-Seeking—Asks questions and searches for information on a wide variety of topic areas.
Performance Level Descriptors for Information-Seeking	
Highly Effective (6.54)	<ul style="list-style-type: none"> • Almost always conducts research using a variety of sources (e.g., Internet, discussing with experts) to solve a work issue or problem • Consistently expresses interest in a variety of career-related learning opportunities • Frequently attends events or workshops for the sake of learning about new topics when opportunities are available • Asks a variety of questions when trying to discover the answer to a question or solve a problem
Effective (6.00)	<ul style="list-style-type: none"> • Often expresses interest in career-related learning opportunities to expand his/her breadth of work-related knowledge, but the type or topic may be somewhat limited • Often conducts research of some form using a variety of sources (e.g., Internet, discussing with experts) to solve a work issue or problem
Somewhat Effective (3.72)	<ul style="list-style-type: none"> • Asks relatively narrow questions when trying to solve a problem • Occasionally attends events or workshops for the sake of learning about new topics (when those opportunities are available)
Not Effective (2.31)	<ul style="list-style-type: none"> • Never attends events or workshops for the sake of learning about new topics, even when those opportunities are available • Does not conduct research to solve a work issue or problem • Rarely asks questions that would help answer questions or solve problems

Dimension	Keeping an Open Mind
Component	Curiosity
Sub-Component	Depth of Knowledge—Obtains a level of knowledge that goes beyond the minimum requirements related to performing required tasks.
Performance Level Descriptors for Depth of Knowledge	
Highly Effective (6.61)	<ul style="list-style-type: none"> Consistently shows adequate knowledge of required work topics, and frequently demonstrates knowledge above and beyond job requirements Frequently seeks additional job-related knowledge and explores solutions to work problems using a large variety of sources (e.g., Internet, discussing with experts, other sources)
Effective (5.83)	<ul style="list-style-type: none"> Generally shows adequate knowledge of required work topics, and occasionally demonstrates knowledge above and beyond job requirements Often seeks additional job-related knowledge and explores solutions to work problems using somewhat limited sources (e.g., limited Internet searches)
Somewhat Effective (4.90)	<ul style="list-style-type: none"> Sometimes seeks additional job-related knowledge and explores solutions to work problems using very limited sources or a single source (e.g., one Internet site) Shows adequate knowledge of required work topics, but rarely seeks to learn more
Not Effective (3.10)	<ul style="list-style-type: none"> Does not tend to seek out additional job-related knowledge or explore solutions to work problems Shows an inadequate level of knowledge related to required work topics

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Environmental Adaptability—Adjusts his or her behavior to meet the requirements of different or unfamiliar situations and environments.
Performance Level Descriptors for Environmental Adaptability	
Highly Effective (6.63)	<ul style="list-style-type: none"> • When presented with a new work environment, he/she consistently seeks out information to adapt to it • Actively explores ways to adjust his/her behavior to adapt to new people in different situations there • Willingly learns to do things differently, even when not required (e.g., working a problem out by hand instead of using a computer) • Flexibly breaks routines and rapidly adjusts behaviors in new work situations • Transitions smoothly between different tasks without prompting
Effective (5.85)	<ul style="list-style-type: none"> • Mostly willing to do things differently when the situation requires (e.g., having to work a problem out by hand instead of using a computer) • Adjusts behavior in new work situations with only limited reminders • When presented with a new work environment, he/she sometimes seeks out information to adapt to it • Generally adjusts behavior to adapt to people in a new work setting • Transitions between different tasks with few prompts or reminders
Somewhat Effective (5.50)	<ul style="list-style-type: none"> • Sometimes willing to do things differently when the situation requires (e.g., having to work a problem out by hand instead of using a computer) • Makes some adjustments in behavior, given a work setting with new people and relationships • Transitions between different tasks after multiple prompts or reminders
Not Effective (2.48)	<ul style="list-style-type: none"> • Does not adjust behavior in new work situations (e.g., sticks to routines) • Rarely or never willing to do things differently when the situation requires (e.g., having to work a problem out by hand instead of using a computer) • Generally does not adjust behavior when people and relationships change within a work setting • Does not seek out information about new work environments when placed in them • Has trouble transitioning or refuses to transition between different tasks, even after multiple prompts or reminders

Dimension	Keeping an Open Mind
Component	Flexibility
Sub-Component	Accommodation—Adjusts existing schedules or plans in order to accommodate changes to tasks and facilitate their completion.
Performance Level Descriptors for Accommodation	
Highly Effective (6.74)	<ul style="list-style-type: none"> Frequently and easily adjusts approach to improve the speed and quality of work Transitions smoothly to a different task as required by changing plans without prompting Consistently adjusts to work routines and schedules whenever there are unexpected changes
Effective (5.91)	<ul style="list-style-type: none"> Transitions to a different plan due to changing situations with few prompts or reminders Adjusts approach when tasks require it Willing to adjust work routines and schedules whenever there are unexpected changes
Somewhat Effective (3.43)	<ul style="list-style-type: none"> Struggles to adjust approach when tasks require it; sometimes needs assistance determining how to adjust and ensure task completion Transitions between different tasks due to changing plans after multiple prompts or reminders Occasionally has difficulty adjusting work routines and schedules when there are unexpected changes
Not Effective (2.58)	<ul style="list-style-type: none"> Often has great difficulty adjusting work routines and schedules when there are unexpected changes Transitions poorly between different tasks due to changing plans even after multiple prompts or reminders Rarely or never willing to make changes to plans or schedules, even when necessary

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Openmindedness—Keeps an open mind when encountering ideas, opinions, and thoughts that are different from his or her own.
Performance Level Descriptors for Openmindedness	
Highly Effective (6.86)	<ul style="list-style-type: none"> Actively seeks out interactions with others with ideas or opinions that differ from his/her own Listens to, seeks out, and uses new ideas or information Is consistently willing to change his/her opinions or formulate new ones after hearing new perspectives
Effective (6.42)	<ul style="list-style-type: none"> Is often willing to change his/her opinions or formulate new ones after hearing new perspectives Shows interest in interacting with others who have ideas or opinions that differ from his/her own
Somewhat Effective (4.94)	<ul style="list-style-type: none"> Occasionally listens to and uses new ideas and information, but may resist or be slow to accept new ideas Occasionally shows interest in interacting with others with ideas or opinions that differ from his/her own
Not Effective (2.44)	<ul style="list-style-type: none"> Rarely willing to change his/her opinions or formulate new ones after hearing new perspectives Avoids or ignores interactions that require listening to ideas or opinions that differ from his/her own Is not receptive to new ideas or information

Dimension	Keeping an Open Mind
Component	Accepting Differences
Sub-Component	Embracing Diversity—Shows an interest in and respect for people from different backgrounds and cultures.
Performance Level Descriptors for Embracing Diversity	
Highly Effective (6.76)	<ul style="list-style-type: none"> Consistently shows interest in exploring or learning about different cultures Consistently seeks opportunities to connect with coworkers from different backgrounds to share ideas, improve the quality of work, and accomplish tasks Consistently respectful of people whose cultural beliefs do not align with his/her own
Effective (6.13)	<ul style="list-style-type: none"> Often respectful of people whose cultural beliefs do not align with his/her own Often shows interest in exploring or learning about different cultures
Somewhat Effective (5.11)	<ul style="list-style-type: none"> Occasionally makes connections with coworkers from different backgrounds when encouraged to do so by his/her supervisor Shows some interest in exploring or learning about different cultures Sometimes respectful of people whose cultural beliefs do not align with his/her own
Not Effective (2.45)	<ul style="list-style-type: none"> Is rarely respectful of people whose cultural beliefs do not align with his/her own Rarely makes connections with coworkers from different backgrounds, even when encouraged to do so by his/her supervisor Shows little or no interest in exploring or learning about different cultures

Maintaining Composure

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Worry Management—Does not allow anxiety and fear to impact the completion of daily activities or tasks.
Performance Level Descriptors for Worry Management	
Highly Effective (6.78)	<ul style="list-style-type: none"> • Consistently deals with anxiety in healthy and productive ways (e.g., talking with friends, exercising) • Continues working on and completes stressful tasks • Recognizes when anxiety or stress is affecting him/her and takes steps to reduce stress
Effective (5.88)	<ul style="list-style-type: none"> • Usually deals with anxiety in healthy and productive ways (e.g., talking with friends, exercising) • Is generally able to complete activities or tasks about which he/she is anxious • Generally recognizes when anxiety or stress is affecting him/her
Somewhat Effective (3.98)	<ul style="list-style-type: none"> • Attempts to deal with anxiety in productive ways (e.g., talking with friends, exercising), but is often unsuccessful in reducing the anxiety • Attempts activities or tasks about which he/she is anxious, but needs support to finish them • Sometimes recognizes when anxiety or stress is affecting him/her
Not Effective (2.53)	<ul style="list-style-type: none"> • Has difficulty managing stressful tasks and needs support to complete them • Deals with anxiety in counterproductive or self-destructive ways (e.g., not completing work, using substances to reduce anxiety) • Rarely recognizes when anxiety or stress is affecting him/her

Dimension	Maintaining Composure
Component	Stress Tolerance
Sub-Component	Negative Feeling Management—Does not allow negative feelings (e.g., sadness, guilt, shame) to impact the completion of daily activities or tasks.
Performance Level Descriptors for Negative Feeling Management	
Highly Effective (6.35)	<ul style="list-style-type: none"> • Generally uses multiple healthy coping techniques (e.g., relaxation, support) to reduce negative feelings • Reframes past difficulties into something positive instead of dwelling on them or letting them impact work on tasks • Negative emotions do not interfere with his/her ability to complete tasks or work with others
Effective (5.38)	<ul style="list-style-type: none"> • Occasionally expresses self-criticism regarding past mistakes, but does not dwell on them or let it impact work on tasks • Negative emotions seldom interfere with his/her ability to complete tasks and work with others • Generally manages negative emotions in the work settings
Somewhat Effective (3.94)	<ul style="list-style-type: none"> • Sometimes dwells on past difficulties, but can make some progress toward daily activities or tasks • Sometimes expresses self-criticism regarding past mistakes or events • Sometimes attempts to use a few healthy coping techniques (e.g., relaxation, support) to reduce negative feelings, but is not always successful
Not Effective (2.36)	<ul style="list-style-type: none"> • Does not use healthy coping techniques (e.g., relaxation, support) to reduce negative feelings • Often dwells on past difficulties and expresses self-criticism to the point of preventing him/her from working on tasks • Unmanaged negative emotions interfere with his/her ability to complete tasks and work with others

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Decisiveness—Makes his or her own decisions as appropriate.
Performance Level Descriptors for Decisiveness	
Highly Effective (6.39)	<ul style="list-style-type: none"> • Appropriately seeks additional information from others to help evaluate the outcomes from difficult decisions • Does not put off making decisions or waver between options • Uses independent judgment to make work decisions, but seeks advice from others when appropriate
Effective (4.94)	<ul style="list-style-type: none"> • Occasionally seeks approval and input from others after making difficult decisions • Seeks advice from others when making work decisions
Somewhat Effective (3.87)	<ul style="list-style-type: none"> • Defers to others when making work decisions • Often seeks approval from others after making decisions
Not Effective (2.67)	<ul style="list-style-type: none"> • Often puts off making decisions, excessively wavers between options, and struggles to make a decision • Frequently defers to others when making personal decisions

Dimension	Maintaining Composure
Component	Self-Confidence
Sub-Component	Independence—Works on tasks without needing a lot of support or guidance from others.
Performance Level Descriptors for Independence	
Highly Effective (6.31)	<ul style="list-style-type: none"> • Often attempts to address problems and generate solutions before requesting help from others • Rarely needs additional support and approval from others to make progress on tasks • Consistently completes independently-oriented tasks without needing approval from others
Effective (4.94)	<ul style="list-style-type: none"> • Rarely needs additional support and approval from others to make adequate progress on tasks • Asks for help only after becoming frustrated from working on a difficult task • Occasionally relies on others to approve his/her work when making progress on independently-oriented tasks
Somewhat Effective (4.15)	<ul style="list-style-type: none"> • Occasionally needs approval from others to make progress on independently-oriented tasks • Sometimes needs additional support and approval from others to make adequate progress on tasks • Asks for help after cursory attempts to work on tasks that appear difficult
Not Effective (2.79)	<ul style="list-style-type: none"> • Does not attempt to address problems without help from others • Does not make adequate progress on tasks without a great deal of support and approval from others

Socializing with Others

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Taking Charge—Seeks out positions of leadership as appropriate.
Performance Level Descriptors for Taking Charge	
Highly Effective (6.97)	<ul style="list-style-type: none"> ● Consistently proposes plans or ideas when working in groups ● Takes control of a group as needed and encourages all members of the group to contribute ● Takes charge of group tasks when appropriate, and leads the group effectively to complete them
Effective (6.05)	<ul style="list-style-type: none"> ● Takes control in the group as needed ● Generally proposes plans or ideas when working in groups ● Often takes charge of group tasks when necessary
Somewhat Effective (4.54)	<ul style="list-style-type: none"> ● Sometimes takes charge of group tasks when necessary, but does not always lead the group effectively ● Sometimes proposes plans or ideas when working in groups ● Sometimes tries to get noticed when performing group tasks
Not Effective (2.54)	<ul style="list-style-type: none"> ● Rarely proposes plans or ideas when working in groups ● Almost never takes charge of a group task ● Frequently unwilling to take on leadership roles even when specifically asked to do so ● Almost always tries to avoid being noticed when performing group tasks

Dimension	Socializing with Others
Component	Assertiveness
Sub-Component	Influence—Persuades others to agree with his or her ideas as appropriate.
Performance Level Descriptors for Influence	
Highly Effective (6.88)	<ul style="list-style-type: none"> • Gets other people to behave in a manner that benefits the group • Provides substantial supporting information when presenting her/his view • Expertly guides the direction of the conversation without taking it over completely
Effective (5.98)	<ul style="list-style-type: none"> • Sometimes persuades others to his/her point of view • Effectively directs the conversation of the group but sometimes without preparation • Says things in a way that makes other people want to listen
Somewhat Effective (4.83)	<ul style="list-style-type: none"> • Sometimes gets people to listen to him/her • Provides some supporting information when presenting her/his view
Not Effective (2.74)	<ul style="list-style-type: none"> • Aggressively directs the conversation of the group without listening to what others are saying • Has trouble getting people to listen to his/her points of view • Rarely persuades others to his/her point of view

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Cheerful Mood—Generally presents an upbeat and hopeful mood when interacting with others.
Performance Level Descriptors for Cheerful Mood	
Highly Effective (6.81)	<ul style="list-style-type: none"> Consistently and actively seeks out peers and interacts positively with them Consistently displays welcoming body language (e.g., smiling and showing active signs of listening) Consistently expresses positive ideas or opinions when interacting with peers or supervisors Consistently makes encouraging comments even when it is challenging to do so (e.g., “That may not have worked the first time, but I know you can do it this time.”)
Effective (5.44)	<ul style="list-style-type: none"> Occasionally interacts positively with peers without being instructed to do so Often displays welcoming body language (e.g., smiling and showing active signs of listening) Generally expresses positive ideas or opinions when interacting with peers or supervisors
Somewhat Effective (2.94)	<ul style="list-style-type: none"> Only interacts positively with peers when reminded to do so Sometimes participates in negative conversations before attempting to change the topic Sometimes expresses positive ideas or opinions in a group discussion
Not Effective (2.16)	<ul style="list-style-type: none"> Rarely expresses positive ideas or opinions when interacting with peers or supervisors Rarely displays welcoming body language (e.g., smiling and showing active signs of listening) Participates in negative conversations Rarely makes encouraging remarks (e.g., “I think that could work.”)

Dimension	Socializing with Others
Component	Optimism
Sub-Component	Positive Outlook—Generally presents a positive view of situations.
Performance Level Descriptors for Positive Outlook	
Highly Effective (6.73)	<ul style="list-style-type: none"> • Almost always expresses a positive view of the future, even when experiencing adversity • Consistently offers encouragement to others • Frequently helps others identify the good in difficult situations
Effective (6.02)	<ul style="list-style-type: none"> • Sometimes helps others identify the good in difficult situations • Often expresses a positive view of the future
Somewhat Effective (4.61)	<ul style="list-style-type: none"> • Occasionally helps others identify the good in difficult situations • Sometimes offers encouragement to others
Not Effective (2.41)	<ul style="list-style-type: none"> • Rarely expresses a positive view of the future • Rarely or never offers encouragement to others • Rarely helps others identify the good in difficult situations

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Interacting with Others—Seeks out and actively participates in social activities when appropriate.
Performance Level Descriptors for Interacting with Others	
Highly Effective (6.58)	<ul style="list-style-type: none"> • Often starts conversations with others • Actively interacts with others during group work most of the time • Very frequently engages in and even initiates social experiences and activities • Consistently takes an active role to encourage interaction with others during group work
Effective (6.17)	<ul style="list-style-type: none"> • Joins in social activities whenever it is required • Is typically the one to start a conversation or a group discussion • Often engages in social experiences and activities
Somewhat Effective (4.72)	<ul style="list-style-type: none"> • Interacts with others only when necessary during group work • Speaks whenever spoken to and can engage in a casual conversation • Sometimes attends social events when specifically invited
Not Effective (2.42)	<ul style="list-style-type: none"> • Does not interact with others, or does not do so very well • Avoids interactions during group work • Actively avoids social experiences and activities

Dimension	Socializing with Others
Component	Sociability
Sub-Component	Networking—Maintains and expands his or her social group.
Performance Level Descriptors for Networking	
Highly Effective (6.76)	<ul style="list-style-type: none"> Introduces him/herself to and converses with a wide variety of people at career-related or networking events Maintains communication to preserve a range of relationships
Effective (5.79)	<ul style="list-style-type: none"> Builds relationships with peers when instructed to do so Often introduces him/herself to people at events designed to promote networking
Somewhat Effective (4.37)	<ul style="list-style-type: none"> Sometimes introduces him/herself to people at events designed to promote networking Maintains communication to preserve a few relationships
Not Effective (2.12)	<ul style="list-style-type: none"> Never builds relationships with new peers Almost never maintains communication to preserve relationships Does not introduce him/herself to people at events designed to promote networking Rarely or never invites coworkers he/she has recently met to participate in social activities

Sustaining Effort

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Timeliness—Follows a predetermined schedule for appointments/classes and tasks.
Performance Level Descriptors for Timeliness	
Highly Effective (7.03)	<ul style="list-style-type: none"> • If needed, seeks help or additional resources to meet deadlines well in advance of due dates • Makes a priority of arriving to meetings early or on time • Submits all completed work products on time or early • Consistently arrives to work early or on time and is almost never absent
Effective (6.35)	<ul style="list-style-type: none"> • Often uses time efficiently in order to finish tasks by deadlines (e.g., rarely procrastinates and budgets adequate time to complete assignments) • Almost always arrives to meetings on time • Submits most completed work products on time • Generally arrives to work on time and is rarely absent
Somewhat Effective (3.41)	<ul style="list-style-type: none"> • If needed, waits until the work is due to seek help meeting deadlines • Arrives on time to meetings with superiors, but often arrives late to other meetings • Is sometimes late to work and occasionally absent
Not Effective (2.31)	<ul style="list-style-type: none"> • Does not seek help meeting deadlines even when it is needed • Consistently arrives late to meetings • Consistently does not use time efficiently in order to finish tasks by deadlines (e.g., may procrastinate and turn in incomplete work) • Misses most deadlines and turns in incomplete work products • Consistently late to or absent from work

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Follow-Through—Meets commitments and works on tasks until they are complete.
Performance Level Descriptors for Follow-Through	
Highly Effective (6.89)	<ul style="list-style-type: none"> Consistently follows through with commitments without reminders Independently completes the work that he/she committed to in group settings Often agrees to too many project commitments such that some projects are not completed effectively and on time
Effective (5.88)	<ul style="list-style-type: none"> Generally follows through with commitments without reminders Completes the work that he/she committed to in group settings Limits project commitments to ensure they are completed effectively and on time
Somewhat Effective (3.67)	<ul style="list-style-type: none"> Usually needs reminders to follow through with commitments Often needs to be asked about project status to ensure it gets completed Occasionally agrees to too many project commitments such that some projects are not completed effectively and on time
Not Effective (2.64)	<ul style="list-style-type: none"> Makes commitments but often does not follow through with them Needs multiple prompts or reminders to complete the work that he/she committed to in group settings Almost always commits to too many projects, so they are rarely completed effectively and on time Must always be asked about project status to ensure it gets completed

Dimension	Sustaining Effort
Component	Dependability
Sub-Component	Quality—Submits high-quality work.
Performance Level Descriptors for Quality	
Highly Effective (7.01)	<ul style="list-style-type: none"> Consistently tries to identify ways to improve work quality Consistently turns in high-quality work that meets or exceeds expected standards
Effective (6.27)	<ul style="list-style-type: none"> Often identifies mistakes in the quality of his/her work and modifies the work process to compensate for or correct them Usually uses appropriate materials, tools, or resources (e.g., manuals) needed to complete work Independently seeks feedback to improve work and make needed revisions Makes needed revisions to improve work when provided with feedback
Somewhat Effective (4.08)	<ul style="list-style-type: none"> Frequently turns in work that just meets the minimum requirements Sometimes makes use of appropriate materials, tools, or resources (e.g., manuals) needed to complete work Makes minimal or superficial revisions to improve work when provided with feedback
Not Effective (2.41)	<ul style="list-style-type: none"> Frequently turns in work that falls far below expected standards or requirements Does not use appropriate materials, tools, or resources (e.g., manuals) needed to complete work Does not make revisions to improve work despite feedback Turns in work of inconsistent quality (i.e., sometimes it meets the requirements, sometimes it does not)

Dimension	Sustaining Effort
Component	Order
Sub-Component	Organization—Uses a systematic approach to organize tasks and materials.
Performance Level Descriptors for Organization	
Highly Effective (6.70)	<ul style="list-style-type: none"> • Almost always uses a very organized and efficient method to complete tasks • Almost always manages resources needed to complete tasks (e.g., keeps track of all information) • Consistently uses efficient methods to organize materials (e.g., papers, computer files)
Effective (6.02)	<ul style="list-style-type: none"> • Usually uses an organized and efficient method to complete tasks • Usually manages resources needed to complete tasks (e.g., keeps track of all important information) • Usually uses efficient methods to organize materials (e.g., papers, computer files)
Somewhat Effective (4.74)	<ul style="list-style-type: none"> • Sometimes uses an organized and efficient method to complete tasks • Sometimes uses efficient methods to organize work materials (e.g., papers, computer files) • Occasionally manages resources needed to complete tasks (e.g., generally keeps track of important information)
Not Effective (2.39)	<ul style="list-style-type: none"> • Does not adequately manage resources needed to complete tasks (e.g., loses unsaved work or misplaces important information) • Rarely uses an organized and efficient method to complete tasks • Does not use efficient methods to organize work materials (e.g., papers, computer files)

Dimension	Sustaining Effort
Component	Order
Sub-Component	Planning—Creates and follows appropriate schedules or timelines for tasks.
Performance Level Descriptors for Planning	
Highly Effective (6.83)	<ul style="list-style-type: none"> Schedules time to complete each component of a work project Effectively prioritizes work tasks over non-work tasks Creates detailed and accurate schedules to manage all tasks and assignments Creates a detailed time management plan that is used to complete work projects more efficiently
Effective (6.05)	<ul style="list-style-type: none"> Usually creates reasonable schedules to manage important tasks and assignments Blocks out broad chunks of time to complete entire work projects Makes plans that mostly account for resource availability and many anticipated obstacles that may come up Usually prioritizes work tasks over non-work tasks
Somewhat Effective (5.27)	<ul style="list-style-type: none"> Makes plans that partially account for resource availability and some of the most common obstacles Prioritizes work tasks over non-work tasks when given help or feedback
Not Effective (2.62)	<ul style="list-style-type: none"> Does not adequately plan for managing time to complete work projects Does not create schedules or creates unrealistic timelines to manage important tasks and assignments Does not take potential obstacles or resource availability into account when making plans

Dimension	Sustaining Effort
Component	Order
Sub-Component	Monitoring—Checks to make sure progress is being made toward the completion of tasks.
Performance Level Descriptors for Monitoring	
Highly Effective (6.40)	<ul style="list-style-type: none"> • Regularly anticipates and checks for issues that may interfere with task completion • Often prepares and uses a checklist or other system to keep track of task progress • Often compares his/her own progress to benchmarks or personal goals without needing a reminder
Effective (5.59)	<ul style="list-style-type: none"> • Occasionally anticipates and checks for issues that may interfere with task completion • Checks to make sure his/her own progress is on track
Somewhat Effective (4.18)	<ul style="list-style-type: none"> • Occasionally checks for issues or problems that may interfere with task completion • Sometimes prepares a checklist or other system to keep track of task progress, but does not use it consistently • Usually checks to make sure that his/her own progress is on track, but occasionally needs to be reminded
Not Effective (2.35)	<ul style="list-style-type: none"> • Does not attend to problems that may interfere with task completion, even after they have arisen • Rarely keeps track of progress even when reminded • Does not prepare and use a checklist or other system to keep track of task progress

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Overcoming Challenges—Continues to work on tasks despite the difficulty level, the presence of significant obstacles, or previous setbacks.
Performance Level Descriptors for Overcoming Challenges	
Highly Effective (6.85)	<ul style="list-style-type: none"> • Uses multiple relevant resources to overcome difficulties in completing tasks (e.g., instruction manuals, coworker advice, web resources) • Always tries alternate approaches to solve a problem or accomplish a task when the first attempt does not work • Always willing to attempt challenging tasks and persevere through frustrations
Effective (5.76)	<ul style="list-style-type: none"> • Sometimes tries alternate approaches to solve a problem or accomplish a task when the first attempt does not work • Attempts challenging tasks and generally only asks for help when frustrated
Somewhat Effective (4.35)	<ul style="list-style-type: none"> • Makes only limited use of additional resources to help him/her overcome difficulties in completing tasks • Will attempt challenging tasks if needed, but generally seeks assistance whenever difficulties arise
Not Effective (2.63)	<ul style="list-style-type: none"> • Does not attempt challenging tasks or gives up at the first sign of difficulty • Usually gives up easily after one failed attempt at a problem or task • Does not use additional resources to help him/her overcome difficulties in completing tasks • Rarely tries alternate approaches to solve a problem or accomplish a task when the first attempt does not work

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Maintaining Effort—Puts in the time and sustained energy needed to successfully complete a task.
Performance Level Descriptors for Maintaining Effort	
Highly Effective (6.86)	<ul style="list-style-type: none"> • Almost always maintains a high level of effort for the task/assignment • Works hard even at boring tasks • Works hard on most long-term projects for an extended period of time
Effective (5.68)	<ul style="list-style-type: none"> • Usually maintains an appropriate level of effort for most tasks/assignments • Works reasonably hard even on boring tasks
Somewhat Effective (4.69)	<ul style="list-style-type: none"> • Occasionally displays an appropriate level of effort on tasks/assignments • Willing to work hard on long-term projects only when he/she is interested or sees personal value in it
Not Effective (2.31)	<ul style="list-style-type: none"> • Abandons tasks that he/she finds boring • Abandons projects that require long-term effort • Demonstrates minimal effort on most tasks/assignments

Dimension	Sustaining Effort
Component	Persistence
Sub-Component	Focusing—Maintains attention on the current activity despite the nature of the task or distractions.
Performance Level Descriptors for Focusing	
Highly Effective (6.74)	<ul style="list-style-type: none"> • Almost always rebounds quickly from distractions and resumes a high level of focus • Is rarely distracted, even when working on an uninteresting task • Remains consistently on-task during the workday
Effective (5.95)	<ul style="list-style-type: none"> • Usually remains on-task during the workday • Usually recovers focus after a distraction and gets back on-task
Somewhat Effective (3.84)	<ul style="list-style-type: none"> • Sometimes recovers focus after a distraction and generally gets back on-task • Sometimes gets distracted, particularly when working on an uninteresting task
Not Effective (2.17)	<ul style="list-style-type: none"> • Is rarely on-task during the workday • Frequently unable to recover focus after a distraction and remains off-task • Is easily distracted while working on a task

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Compliance—Follows instructions, procedures, and rules.
Performance Level Descriptors for Compliance	
Highly Effective (6.85)	<ul style="list-style-type: none"> • Almost always listens and adheres to the supervisor’s instructions • Consistently follows organization’s rules, procedures, and expectations without reminders
Effective (6.07)	<ul style="list-style-type: none"> • Usually listens and adheres to the supervisor’s instructions • Follows organization’s rules, procedures, and expectations with few reminders • Usually refers to directions or support materials (e.g., checklists, manuals) to ensure that he/she is following procedure
Somewhat Effective (4.44)	<ul style="list-style-type: none"> • Sometimes listens and adheres to the supervisor’s instructions • Sometimes refers to directions or support materials (e.g., checklists, manuals) to ensure that he/she is following procedure
Not Effective (2.30)	<ul style="list-style-type: none"> • Rarely listens or adheres to the supervisor’s instructions • Rarely refers to directions or support materials (e.g., checklists, manuals) to ensure that he/she is following procedure • Needs frequent reminders to follow organization’s rules, procedures, and expectations

Dimension	Sustaining Effort
Component	Rule Consciousness
Sub-Component	Respect for Rules/Authority—Shows respect and appreciation for authority figures and rules.
Performance Level Descriptors for Respect for Rules/Authority	
Highly Effective (6.38)	<ul style="list-style-type: none"> • Almost never interrupts or talks over authority figures when they are providing instructions • Almost always polite and respectful when interacting with authority figures (e.g., supervisors) • Almost always shows respect for supervisors and other authority figures
Effective (5.78)	<ul style="list-style-type: none"> • Usually shows respect for supervisors and other authority figures • Usually polite and respectful when interacting with authority figures (e.g., supervisors) • Rarely interrupts or talks over authority figures when they are providing instructions
Somewhat Effective (3.93)	<ul style="list-style-type: none"> • Sometimes interrupts or talks over authority figures when they are providing instructions • Sometimes polite and respectful when interacting with authority figures (e.g., supervisors) • Sometimes shows respect for supervisors or other authority figures
Not Effective (2.20)	<ul style="list-style-type: none"> • Rarely shows respect for supervisors or other authority figures • Rarely polite and respectful when interacting with authority figures (e.g., supervisors) • Frequently interrupts or talks over authority figures when they are providing instructions

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Self-Improvement—Works hard to become more effective by learning new skills/knowledge or improving existing skills.
Performance Level Descriptors for Self-Improvement	
Highly Effective (6.60)	<ul style="list-style-type: none"> Seeks out constructive feedback from others and responds with continued effort Regularly spends time improving his/her skills or knowledge (e.g., practicing a new software program or reading a trade journal) Proactively seeks opportunities to learn new skills (e.g., registers for development seminars)
Effective (4.94)	<ul style="list-style-type: none"> Accepts and responds to constructive feedback from others but does not seek it out Occasionally spends time improving his/her skills or knowledge (e.g., practicing a new software program or reading a trade journal)
Somewhat Effective (2.64)	<ul style="list-style-type: none"> Reluctantly responds to most constructive feedback from others Rarely spends time improving his/her skills or knowledge (e.g., practicing a new software program or reading a trade journal)
Not Effective (2.04)	<ul style="list-style-type: none"> Ignores constructive feedback from others Frequently unwilling to learn new skills even with considerable encouragement (e.g., frequently skips development seminars even when advised otherwise)

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Initiative—Takes action without being asked to do so.
Performance Level Descriptors for Initiative	
Highly Effective (6.95)	<ul style="list-style-type: none"> • Puts in extra effort on important tasks without being asked to do so • Starts tasks without prompts • Seeks out opportunities to go above and beyond in his/her work
Effective (5.52)	<ul style="list-style-type: none"> • Sometimes puts in extra effort on important tasks when asked to do so • Sometimes completes tasks that are not required • Starts tasks with minimal prompting
Somewhat Effective (3.14)	<ul style="list-style-type: none"> • Rarely completes tasks that are important but not required • Needs to have opportunities pointed out for him/her to go above and beyond in his/her work
Not Effective (2.32)	<ul style="list-style-type: none"> • Rarely starts tasks even with multiple prompts or reminders • Rarely completes tasks that are not required • Rarely puts in extra effort on important tasks when asked to do so

Dimension	Sustaining Effort
Component	Goal Striving
Sub-Component	Goal-Setting—Sets high but achievable goals for self-improvement and advancement.
Performance Level Descriptors for Goal-Setting	
Highly Effective (6.52)	<ul style="list-style-type: none"> • Does a good deal of research when setting goals for the future (e.g., skill development, resource availability) • Almost always plans ahead to determine what resources he/she needs to accomplish goals, without assistance from others • Continuously and independently assesses progress toward meeting goals without support • Sets ambitious but achievable goals or plans for him/herself even without assistance
Effective (6.06)	<ul style="list-style-type: none"> • Sometimes plans ahead to determine what resources he/she needs to accomplish goals, without assistance from others • Does some research when setting goals for the future (e.g., skill development, resource availability) • Regularly assesses progress toward meeting goals without support • Sets realistic goals or plans for him/herself
Somewhat Effective (3.54)	<ul style="list-style-type: none"> • Rarely assesses progress toward meeting goals without support • Has some difficulty setting realistic goals or plans for him/herself without assistance, or sets goals that are too easily attained • Does a little research when setting goals for the future (e.g., skill development, resource availability)
Not Effective (2.82)	<ul style="list-style-type: none"> • Rarely assesses progress toward meeting goals, even with support • Does not research when setting goals for the future (e.g., skill development, resource availability) • Has difficulty planning ahead to determine what resources he/she needs to accomplish goals, without assistance from others

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Restraint—Resists the impulse to act on a desire.
Performance Level Descriptors for Restraint	
Highly Effective (6.35)	<ul style="list-style-type: none"> • Almost always avoids risky behaviors that may cause harm to self or others (e.g., follows safety protocols even when pressed for time) • Almost always delays gratification in order to focus on the task at hand (e.g., waits to check new text/email until he/she is on break) • Almost always avoids behaviors that are likely to affect task quality or completion (e.g., excessive socializing or making personal calls during work time)
Effective (5.70)	<ul style="list-style-type: none"> • Usually avoids risky behaviors that may cause harm to self or others (e.g., follows safety protocols even when pressed for time) • Generally avoids behaviors that are likely to affect task quality or task completion (e.g., excessive socializing or making personal calls during work time)
Somewhat Effective (3.89)	<ul style="list-style-type: none"> • Occasionally engages in behaviors that are likely to affect task quality or task completion (e.g., excessive socializing or making personal calls during work time) • Sometimes delays gratification in order to focus on the task at hand (e.g., waits to check new text/email until he/she is on break)
Not Effective (1.83)	<ul style="list-style-type: none"> • Engages in risky behaviors that may cause harm to self or others (e.g., skipping safety protocols, breaking confidentiality) • Rarely delays gratification in order to focus on task at hand (e.g., waits to check new text/email until appropriate)

Dimension	Sustaining Effort
Component	Self-Control
Sub-Component	Thinking before Acting—Takes the time to consider his or her options, potential consequences, and steps that need to be completed before taking action.
Performance Level Descriptors for Thinking before Acting	
Highly Effective (6.45)	<ul style="list-style-type: none"> Regularly seeks appropriate input from others when making important decisions or considering different approaches to an important task Almost always communicates the pros and cons of a decision before acting Almost always creates specific action plans before starting important tasks rather than starting them immediately
Effective (5.90)	<ul style="list-style-type: none"> When appropriate, seeks input from others when making important decisions or considering different approaches to an important task Usually communicates the pros and cons of a decision before acting Usually creates specific action plans before starting important tasks rather than starting them immediately
Somewhat Effective (4.07)	<ul style="list-style-type: none"> Sometimes starts important tasks with incomplete plans or little consideration as to the best way to accomplish them Sometimes communicates the pros and cons of a decision before acting
Not Effective (2.76)	<ul style="list-style-type: none"> Rarely communicates the pros and cons of a decision before acting Does not seek input from others when making important decisions or considering different approaches to an important task

References

Camara, W., O'Connor, R., Mattern, K., & Hanson, M., (Eds.). (2015). *Beyond academics: A holistic framework for enhancing education and workplace success*. ACT Research Report Series. Iowa City, IA: ACT, Inc.