

<b>1. Internalize College &amp; Life Vision</b>		
<b>A. Goals</b>		
<b>Level</b>	<b>Setting goals</b>	<b>Achieving goals</b>
<b>9<sup>th</sup> grade</b>	Creates realistic and manageable short term goals (e.g. no detention, do homework)	Possesses emerging awareness that daily actions and consequences have an impact on successfully completing freshman year and having access to other opportunities (e.g. connecting fact that LaSalle means no sports)
<b>10<sup>th</sup> grade</b>	a. Understands the connection between promotion requirements and developing passions & interests/goals (p/i/g) b. Develops own vision for their future, independent of family expectations or experience	Understands that decisions made today can eventually impact future options available
<b>11<sup>th</sup> grade</b>	Sets realistic, manageable, yet challenging long term goals (which are aligned with his/her strengths)	
<b>12<sup>th</sup> grade</b>	Sets appropriately ambitious goals in context of his/her current reality (not over-focused on negatives in current reality, nor the excitement of the future goal)	Understands that there are multiple ways to achieve a given goal and constructs goals explicitly with alternative plans in mind (if first plan doesn't work, student can still robustly meet goals)

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<b>B. Personal strengths</b>		
<b>Level</b>	<b>Strength development</b>	<b>Uniqueness</b>
<b>9<sup>th</sup> grade</b>	Identifies personal strengths (VIA Signature Strengths survey)	
<b>10<sup>th</sup> grade</b>	Identifies strengths and areas of improvement that he/she is working to develop	
<b>11<sup>th</sup> grade</b>	Demonstrates improvements in personal strengths and areas for growth	Understands in what ways he/she is unique compared to his/her peers and is beginning to accept these qualities; emerging ability to write about his/her uniqueness
<b>12<sup>th</sup> grade</b>		Writes about his/her personal strengths (e.g. in a college essay) in a way that highlights, accepts, and celebrates his/her uniqueness
<b>13<sup>th</sup> grade</b>	Willing to develop or “try on” new personas (as he/she matriculates to a new environment) and/or new activities in college	

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<b>C. Passions &amp; interests</b>			
<b>Level</b>	<b>Cultivation</b>	<b>Involvement (a=school, b=community)</b>	<b>Reflection</b>
<b>9<sup>th</sup> grade</b>	Articulates existing interests/passions (inside and outside of school) and begins exploring new ones based on his/her strengths	a. Has begun exploring opportunities available at the campus b. Has experienced a number of different needs/causes via community service	Understands definition of, and reason for, community service: both because it makes you a better person and “looks good” on college applications
<b>10<sup>th</sup> grade</b>	Emerging ability to be comfortable with new things/the unknown	a. Has begun to choose available enrichment opportunities in which he/she feels engaged b. Has found a community service activity that he/she would like to be more deeply involved in	
<b>11<sup>th</sup> grade</b>	Attempts at least one new activity that he/she was apprehensive or nervous about	Seeks out deep involvement and/or leadership opportunities in an activity he/she is passionate about (academic, career, or service related area)	Articulates to others why his/her chosen activities are important and why those others might like to be involved
<b>12<sup>th</sup> grade</b>		Recruits underclassmen into his/her chosen community service activity (or otherwise provided leadership in that area)	Articulates on what deep involvement in an activity has meant to him/her (on college essays)
<b>13<sup>th</sup> grade</b>	Pursues success in something for its own sake for a feeling of accomplishment	Extends deep involvement in an activity into a related activity in college	

## 1. Internalize College & Life Vision

### D. Current & future self

Level	Identity	Academic behavior	Career knowledge	Career exploration
<b>9<sup>th</sup> grade</b>	Self-identifies as a college-going individual and has developed an emerging motivation for why he/she wants to go to college	Understands how to calculate GPA and understands GPA's importance in the college process (particularly around difficulty of increasing cumulative GPA in later years)		
<b>10<sup>th</sup> grade</b>	Recognizes personal family context as part of motivation for seeing self as a college-going individual (awareness of family expectations/needs)	Understands difference between un-weighted and weighted GPA and the role rigor (AP, Honors, IB) plays in the college process, as well as how trends of increasing GPA are looked on by colleges	Explores different career options and how they correlate to different college paths and college majors	Relates aspirations to tangible expectations—can identify and articulate intermediate steps consistent with his/her aspirations  (e.g. "President" finding early opportunities in politics or "Brain surgeon"/"nursing" doing well in science and shadowing doctors/nurses)
<b>11<sup>th</sup> grade</b>	Understands that even though there are many pathways to success in life, some choices can increase the odds of successfully meeting goals	Selects classes using knowledge of class rigor in the college process	Identifies one or more majors that align to interests/aspirations that he/she would like to pursue in college, particularly if it's a field that requires declaration during the application process	Begins to execute on intermediate steps consistent with his/her high aspirations
<b>12<sup>th</sup> grade</b>	Clearly articulates why he/she want to be a college graduate			
<b>13<sup>th</sup> grade</b>		Understands the benefit and impact of a high GPA in college		

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<b>E. Perseverance</b>		
<b>Level</b>	<b>Understanding</b>	<b>Demonstrating</b>
<b>9<sup>th</sup> grade</b>	Defines and is familiar with the concepts of grit & resilience	
<b>10<sup>th</sup> grade</b>	Articulates specific examples when he/she was or was not demonstrating grit and resilience	
<b>11<sup>th</sup> grade</b>	Names the strategies/steps they employed to increase his/her grit/resilience	Demonstrates examples of trying to increase own grit/resilience
<b>12<sup>th</sup> grade</b>	Shares with mentor/underclassmen around his/her successful strategies for demonstrating grit/resilience	Persists through multiple approaches to trying to solve a college process related problem (e.g. award appeals, understanding college online systems, etc.)

## 2. Social, Academic, & Career Integration

### A. Social support system

Level	Mentoring	Success team	Detractors
9 <sup>th</sup> grade	Describes the concept of mentoring and has emerging view of what qualities to look for in a mentor	Understands the concept of a “success team” consisting of people that can help him/her identify, explore, and achieve personal, professional, and academic goals; understands that mentors are part of a success team	Understands that different people in his/her life can be important to him/her and valued, but may have a negative impact when he/she is faced with challenging situations
10 <sup>th</sup> grade	Identifies potential mentors, including teachers, religious leaders, family members, and upperclassmen	Identifies the members of his/her success team, how each can or will support them in achieving his/her goals, and how he/she plans on strengthening his/her relationship with each member of his/her team	
11 <sup>th</sup> grade	Cultivates a mentor who is a positive influence in helping achieve his/her goals	Maintains and strengthens the relationship with his/her success team	Demonstrates strategies to manage the detractors in his/her life (when faced with challenging situations)
12 <sup>th</sup> grade	Articulates what a mentoring relationship has done for him/her	Uses his/her success team to help shape and inform his/her college plans and identifies who he/she should add to his/her success team as he/she transitions to college	
13 <sup>th</sup> grade	Begins to consider how he/she can mentor others	a. Adds new members to his/her success team as his/her goals strengthen and grow b. Identifies an academic advisor or other person on campus to help him/her choose the experiences that contribute to their college experience	

## 2. Social, Academic, & Career Integration

### B. Effective communication

Level	Self-advocacy	Code switching	Professional communication
9 <sup>th</sup> grade	Understands strategies for self-advocacy (Win-Win--desires of others and developing solutions that benefit both parties)	Understands the importance of different dialects and under which circumstances each are appropriate	<p>a. Is comfortable communicating appropriately (in professional/academic language) with teachers and advisors (both verbally and written)</p> <p>b. Understands the rationale for the greeter system as a method for learning professional language and culture and is comfortable communicating with non-Noble staff</p>
10 <sup>th</sup> grade	Has emerging advocacy skills demonstrated by using assertive communication techniques (especially difficult conversations)		
11 <sup>th</sup> grade	Is able to successfully advocate for his/her self within Noble		
12 <sup>th</sup> grade	Is able to successfully advocate for him/her-self with external parties, especially as it pertains to the college process		
13 <sup>th</sup> grade		Communicates successfully in an academic culture (with professors and other university staff)	

<b>2. Social, Academic, &amp; Career Integration</b>			
<b>C. Positive personal relationships</b>			
<b>Level</b>	<b>Teamwork</b>	<b>Developing relationships</b>	<b>Active-Constructive-Responses (ACR)</b>
<b>9<sup>th</sup> grade</b>	When working in a team, demonstrates ability to value all team members' input	Is open to meeting new people and can develop new relationships	
<b>10<sup>th</sup> grade</b>	Understands appropriate and inappropriate times to share his/her input with a team (sharing air time and not going off topic)	Is able to articulate the benefits that specific friends bring to his/her life	Has emerging ability to give & receive ACR feedback with team members and friends/peers
<b>11<sup>th</sup> grade</b>		Can set aside pre-judgments of potential friends prior to getting to know them	Can give and receive ACR feedback with team members and friends/peers
<b>12<sup>th</sup> grade</b>	Can evaluate when a team is working well and can develop ideas for improving it when it is not	Is able to make friends without changing personality/identity to do so	
<b>13<sup>th</sup> grade</b>	Can take the lead to form groups (study and otherwise) that provide a positive influence	Knows and is willing to execute strategies for meeting new friends at college	



<b>2. Social, Academic, &amp; Career Integration</b>			
<b>D. Diversity and dominant system of power</b>			
<b>Level</b>	<b>Understanding diversity</b>	<b>Personal reaction to diversity</b>	<b>Owning your story</b>
<b>9<sup>th</sup> grade</b>	Can define stereotypes and acknowledge that everyone has a set of stereotypes	Can acknowledge and articulate his/her own prejudices and stereotypes	
<b>10<sup>th</sup> grade</b>	Understands dimensions of diversity (income, economic, sexuality, race, religion, geographic, political, gender ...)		Has begun to share his/her personal story, including a life map (graphical representation of important events in your life)
<b>11<sup>th</sup> grade</b>		Can reflect on how he/she has felt or how he/she might feel to be in an environment where he/she was clearly a minority on some dimension  (might be prompted by an article or real situation/book/blue eyes vs. brown eyes, etc)	a. Can articulate how he/she has experienced various dimensions of diversity, both positive and negative, in written and verbal form b. Can begin to articulate his/her personal experience with diversity via his/her experience in community service
<b>12<sup>th</sup> grade</b>	Student is aware of potential situations related to being a minority on campus  (e.g. hateful remark, sitting at "black" table, singled out in class about "latino" experience, etc.; both overt racism and micro aggressions)	a. Has begun to reflect on how his/her potential stereotypes translate to people he/she knows b. Has planned potential strategies and reactions to execute when confronted with various situations related to being a campus minority	Understands and can write about the how he/she is diverse and the value his/her diversity brings to a college campus or other situation
<b>13<sup>th</sup> grade</b>	Demonstrates an openness to people from different backgrounds, academic abilities, and cultures and is aware of how he/she can learn and grow from working with people from these differences, and is sensitive in how he/she asks these questions	Open to new experiences, especially if they are unknown/in an unusual environment (willing to take risks)	a. Continues to believe that he/she belongs in college even when faced with negative situations (not a victim of "imposter syndrome") b. Believes he/she deserves to be in college in the same way potentially more privileged peers do

<b>3. College Knowledge &amp; Unwritten Rules</b>			
<b>A. College application process</b>			
<b>Level</b>	<b>Choosing colleges</b>	<b>Connecting application to interests and goals</b>	<b>Connecting key profile elements</b>
<b>9<sup>th</sup> grade</b>			Understands that the following are important for acceptance to selective colleges: 1. transcript (GPA/course rigor), 2. ACT/EPAS, 3. essays, 4. recommendations/relationship w/ teachers, and 5. extracurriculars /enrichment/CS/electives (“The 5 things”)
<b>10<sup>th</sup> grade</b>	Understands the different characteristics of colleges  (selectivity including tiers of colleges, academic rigor, distance from Chicago, size of student body, institutional philosophy/mission, urban/rural setting, graduation rate, Carnegie classifications, HBCU status) and has begun to tie them to his/her interests		
<b>11<sup>th</sup> grade</b>		a. Has brainstormed topics for personal statements and potentially attempted a first draft b. Has begun to articulate why certain college characteristics support his/her interests and goals	Student continually revisits his/her status against the elements important for acceptance: 1. transcript (GPA/course rigor), 2. ACT/EPAS, 3. essays, 4. recommendations/relationship w/ teachers, and 5. extracurriculars /enrichment/CS/electives (“The 5 things”)
<b>12<sup>th</sup> grade</b>	a. College visits: Chooses appropriate schools to visit based on profile and meets specific visit objectives b. Develops college lists based on interests and his/her profile	a. Writes personal statement & supplemental essays that connects back to interests and passions b. How/when to apply & which tests/materials to apply with; timeline, testing, & application requirements; understands pros/cons of applying to different schools/colleges within universities c. Interacts with admissions reps & other college professionals (and internship contacts, scholarship organizations, etc.); plans discussion and ensures all questions answered	

### 3. College Knowledge & Unwritten Rules

#### B. College navigation

Level	College culture	Support resources	Rules of the system	Preparing & belonging	Academic rigor	Scheduling
<b>11<sup>th</sup> grade</b>	Understands the culture of college (accepted norms both with peer students and staff/faculty)		Knows what college schedules look like for a range of majors (freshman to senior) and what schedules mean in terms of expectations for time in class and studying		a. Understands the level of challenge present in college courses, including the fact that expectations are higher in college, and the focus is on mastery, not effort	Understands the difference between credit recovery in high school and credit recovery in college
<b>12<sup>th</sup> grade</b>	(includes unwritten rules for how to fit in—e.g. everyone wears sweat pants, raising hand not always same as in high school)	a. Knows how to access support and student resources (academic, career, mental health) at his/her chosen college; no stigma to mental health or other kinds of supports b. Develops multiple options for getting to/from his/her college campus	a. College administrative rules (aid/scholarship cutoffs, SAP holds) b. Understands placement process for his/her college; college-specific testing, AP/ACT cutoffs, grades	Understands that high grades in HS do not necessarily translate into “top of class” performance in college. (That would be 5 in AP exam, not 2/3); STEM majors: understands that he/she might be behind in science compared to his/her college peers	b. Articulates that doing well in intro classes is extremely important in college (because success in subsequent classes builds on prior material)	a. Chooses schedule in college and understands credit accumulation in pursuit of long term goal; b. planning and choosing right classes/experiences to achieve goals: ensures at least one of his/her classes is small and that he/she has at least one class he/she is excited about (not just big lecture hall intro classes)
<b>13<sup>th</sup> grade</b>			Understands specific transfer/entry requirements for professional/other major programs at his/her chosen college	Has begun to explore campus activities or groups where he/she can feel at home		
<b>14<sup>th</sup> grade</b>				Finds a niche in at least one campus activity		

<b>3. College Knowledge &amp; Unwritten Rules</b>			
<b>C. Financial literacy</b>			
<b>Level</b>	<b>Paying for college</b>	<b>Personal finance</b>	<b>Choices related to aid &amp; finances</b>
<b>9<sup>th</sup> grade</b>	Can articulate the types of aid and in what ways college is affordable  (central understanding that money will not prevent them from going to college)	Understands how his/her daily expenses add up over time	Understands how academic performance affects financial aid
<b>10<sup>th</sup> grade</b>	Understand that even with aid, college will still cost money (loans and out of pocket), and understand college is a very worthwhile investment		
<b>11<sup>th</sup> grade</b>		Understands what it means to be paying back loans (e.g. on a monthly basis)	
<b>12<sup>th</sup> grade</b>	a. Understanding the tuition and financial aid system; (also for parents) b. Understands what is required for completing financial aid and FAFSA forms, verification, CSS profiles (and does it)	Has the tools to set and manage a budget	
<b>13<sup>th</sup> grade</b>	Integrates knowledge of loan payback schedules, renewal requirements (incl. FAFSA)		Can evaluate how to choose work/study and summer job opportunities

## 4. Unstructured Environments

### A. Time management

Level	Organizational skills	Estimating time	Prioritizing & planning
<b>9<sup>th</sup> grade</b>	Has begun to use planner/agenda (calendars and to-do lists)		Can differentiate between important and urgent tasks
<b>10<sup>th</sup> grade</b>	Uses planner or agenda independently (without teacher prompts)	Can reflect the next day on the amount of time spent on each homework assignment	
<b>11<sup>th</sup> grade</b>	Can work from a syllabus by starting with end of course objectives and identify the intermediate steps required to meet those objectives	Accurately estimates time required to complete a multi-day task	Can prioritize tasks in relation to competing demands
<b>12<sup>th</sup> grade</b>	Utilizes planner/agenda to backward plan and accomplish tasks	Can take a multi-day task and break it down into individual steps to complete	Is aware of how unstructured the college environment is and can articulate the choices he/she will have in college about how to behave and manage his/her time; (also expectations around how much time other things like studying will take)
<b>13<sup>th</sup> grade</b>		Accurately estimates time required for a task, then allocates sufficient time to complete it	Chooses when it is appropriate to focus on one specific idea versus when it is appropriate to multi-task (not on Facebook during lectures)

<b>4. Unstructured Environments</b>				
<b>B. Studying and learning</b>				
<b>Level</b>	<b>Note taking</b>	<b>Study habits</b>	<b>Leveraging resources</b>	<b>Learning from assessments</b>
<b>9<sup>th</sup> grade</b>	Understands the point of and correctly uses guided notes	Understands personal study habits and learning style that are most effective for self		
<b>10<sup>th</sup> grade</b>	Emerging ability to take independent notes		Recognizes the value of review sessions and attending office hours	Successfully prepares for and executes tests and exams
<b>11<sup>th</sup> grade</b>	Reliably takes independent notes and executes strategies for obtaining notes from missed classes (and for missing pieces of notes in attended classes)	Locates and utilizes setting conducive to effective studying	Utilizes information resources and consults texts and articles teachers/professors supply	
<b>12<sup>th</sup> grade</b>		Has actively identified and systematically selected among a range of learning strategies that he/she plans to use in college		
<b>13<sup>th</sup> grade</b>	Attends class and takes effective and applicable notes	<ul style="list-style-type: none"> <li>a. Ability to transfer learning strategies from familiar settings and situations to new, unfamiliar ones</li> <li>b. Ability to recognize importance of and participate in study groups</li> </ul>	Goes to college office hours with professor or TA or goes to tutoring/fellow students	Has strategies for receiving and incorporating academic feedback, particularly feedback that is highly critical

<b>4. Unstructured Environments</b>			
<b>C. Problem solving</b>			
<b>Level</b>	<b>Solvable versus unsolvable</b>	<b>Applying skills</b>	<b>Confidence</b>
<b>9<sup>th</sup> grade</b>	Identifies the difference between solvable and unsolvable problems		
<b>10<sup>th</sup> grade</b>	Can articulate approaches (including who/what resources) for dealing with solvable and unsolvable problems		
<b>11<sup>th</sup> grade</b>			
<b>12<sup>th</sup> grade</b>	When prompted, can use knowledge of solvable and unsolvable problems to execute problem-solving approaches for dealing with both	Independently executes problem-solving approaches	
<b>13<sup>th</sup> grade</b>		Can pause in the middle of a developing problem and uses problem-solving skills to plan an approach to avoid/conquer the problem	Is optimistic when confronted with challenges because he/she can think realistically and flexibly about problems and solutions

## 4. Unstructured Environments

### D. Balance

Level	Gratitude	Positive emotion	Healthy living	Delaying gratification
<b>9<sup>th</sup> grade</b>	Expresses gratitude by saying “thank you” in response to opportunities, etc. from others (in the moment)	In a school setting, has employed at least one exercise designed to increase happiness/satisfaction (e.g. three blessings, gratitude letter)		
<b>10<sup>th</sup> grade</b>	Can express the rationale for his/her gratitude for something that has occurred over the past year			
<b>11<sup>th</sup> grade</b>	Actively looks for opportunities to express gratitude to others			
<b>12<sup>th</sup> grade</b>	Uses gratitude as a tool for building positive relationships	Independently uses one or more strategies to improve happiness/satisfaction	Can articulate the reasons behind Noble’s focus on healthy eating, fitness, and stress-relief habits	Student can explain why it is important to find interest and passion in uninteresting things (force self to like things that are typically boring)
<b>13<sup>th</sup> grade</b>			Independently employs healthy eating, fitness, and stress-relief habits	Ability to find interest & passion in uninteresting things (force self to like things that are typically boring)