



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Career-Life Connections Capstones

Learning Map Framework

Triangulation of Assessment (O, C, P) is utilized to assess demonstrations of learning*

O	Observation
C	Conversation
P	Product

	Students...	Developing (C- to C) 50% 58% 66%	Proficient (C+ to A) 67% 74% 85% 86% 91%	Extending (A+) 92% 100%
L E A R N I N G S T A N D A R D S	Self-Assessment and Critical Analysis			
	Purpose: From self-assessment and critical analysis students develop a focus for their capstones.			
	Experiences in and out of school	I articulate some learning experiences with evidence.	I clearly articulate relevant evidence of learning experiences.	I articulate critical analysis of relevant evidence of learning experiences.
	Assess development of Core Competencies	I articulate some of my core competency development with evidence.	I clearly articulate my overall core competency development with relevant evidence.	I critically analyse the growth of my core competency development with insightfully selected evidence.
	Share highlights of their learning journey	I am working on making sense of past and current learning experiences.	I can clearly articulate aha moments, learning milestones, struggles, and hopes for the future with relevant descriptions.	I can critically analyse my learning journey to inform goal setting and capstone process choices in support of plans for post-graduation.
	Demonstrations of learning: self-awareness activities (O, C, P), self-assessment activities (O, C, P), growth mindset (O, C), core competencies evaluations (O, C, P), reflections (C, P), learning maps (P), reflection of growth in and out of school (C, P), interest inventories (O,P), anecdotes (O,C, P), preferred next steps (C, P).			
	Process and Representation			
	Purpose: Students utilize a deeper learning process (connect and collaborate, create and build, create and express, innovation and entrepreneurship, investigate and report, personal story, and service learning) to create a product to showcase and celebrate.			
	Design	I can develop a broad topic, question, problem, passion project...to investigate and start to outline a process to pursue this project. I can start to select and use limited research strategies to gather information and data. I can check in with an expert, mentor, or teacher for discussion about preliminary ideas.	I can develop a focused question, problem, passion project...to study and outline a process to pursue this project. I can select and apply appropriate research strategies to collect information and data. I can apply feedback and advice from a mentor about best practices.	I can develop a focused question, problem, passion project...to study and outline a process to pursue this project. I can aptly select and apply thorough research strategies to collect insightful information and data. I can apply feedback and advice from a mentor that is an expert about best practices in the field.
	Assemble and Analysis	I can start to draw conclusions that connect to my learning. I can use limited visual elements to try to engage my audience.	I can clearly draw conclusions that connect to my focused learning. I can incorporate visual elements to enhance my project and engage an audience.	I can draw elaborate conclusions that take into account my own biases and assumptions. I can aptly select and utilize a variety of captivating visual elements to enhance my project and engage an audience.
Demonstrations of learning: a proposal (C, P) mentorship (C, P), learning partnerships (C), regular communication (check-ins) (C), learning artifacts and evidence (O, P), analysing and interpreting information and data (C, P), deeper learning process (O, C), capstone (P).				
Showcase and Celebrate				
Purpose: Students present and celebrate their highlights from the capstone experience to an audience.				
Present learning journey	I can start to share personal learning and growth that is related to my capstone experience and connect to my preferred possible future.	I can share my capstone experience and elaborate on the ways it relates to personal growth and overall life-long journey.	I can reflect on how to apply learning to next steps and future plans for post-graduation. These plans apply to who and how I hope to be in the world as a young adult.	
Demonstrations of learning: a product to present (p), sharing the experience of the process (c), relating to self-awareness and core competency growth (O,C,P) connecting to plans for post-graduation (O,C,P), engaging with a relevant audience (O,C), reflecting and evaluating on the capstone project (C,P).				



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L E A R N I N G S T A N D A R D S	Students...	Developing (C- to C) 50% 58% 66%	Proficient (C+ to A) 67% 74% 85% 86% 91%	Extending (A+) 92% 100%	
	Self-Assessment and Critical Analysis				
	Purpose: From self-assessment and critical analysis, I can develop a focus for my capstone.				
	Experiences in and out of school			I clearly articulate relevant evidence of learning experiences.	
	Assess development of Core Competencies			I clearly articulate my overall core competency development with relevant evidence.	
	Share highlights of their learning journey			I can clearly articulate aha moments, learning milestones, struggles, and hopes for the future with relevant descriptions.	
	Demonstrations of learning:				
	Process and Representation				
	Purpose: I can utilize a deeper learning process (connect and collaborate, create and build, create and express, innovation and entrepreneurship, investigate and report, personal story, and service learning) to create a product to showcase and celebrate.				
	Design			<p>I can develop a focused question, problem, passion project...to study and outline a process to pursue this project.</p> <p>I can select and apply appropriate research strategies to collect information and data.</p> <p>I can apply feedback and advice from a mentor about best practices.</p>	
Assemble and Analysis			<p>I can clearly draw conclusions that connect to my focused learning.</p> <p>I can incorporate visual elements to enhance my project and engage an audience.</p>		
Demonstrations of learning:					
Showcase and Celebrate					
Purpose: I can present and celebrate highlights from my capstone experience to an audience.					
Present learning journey			I can share my capstone experience and elaborate on the ways it relates to personal growth and overall life-long journey.		
Demonstrations of learning:					