

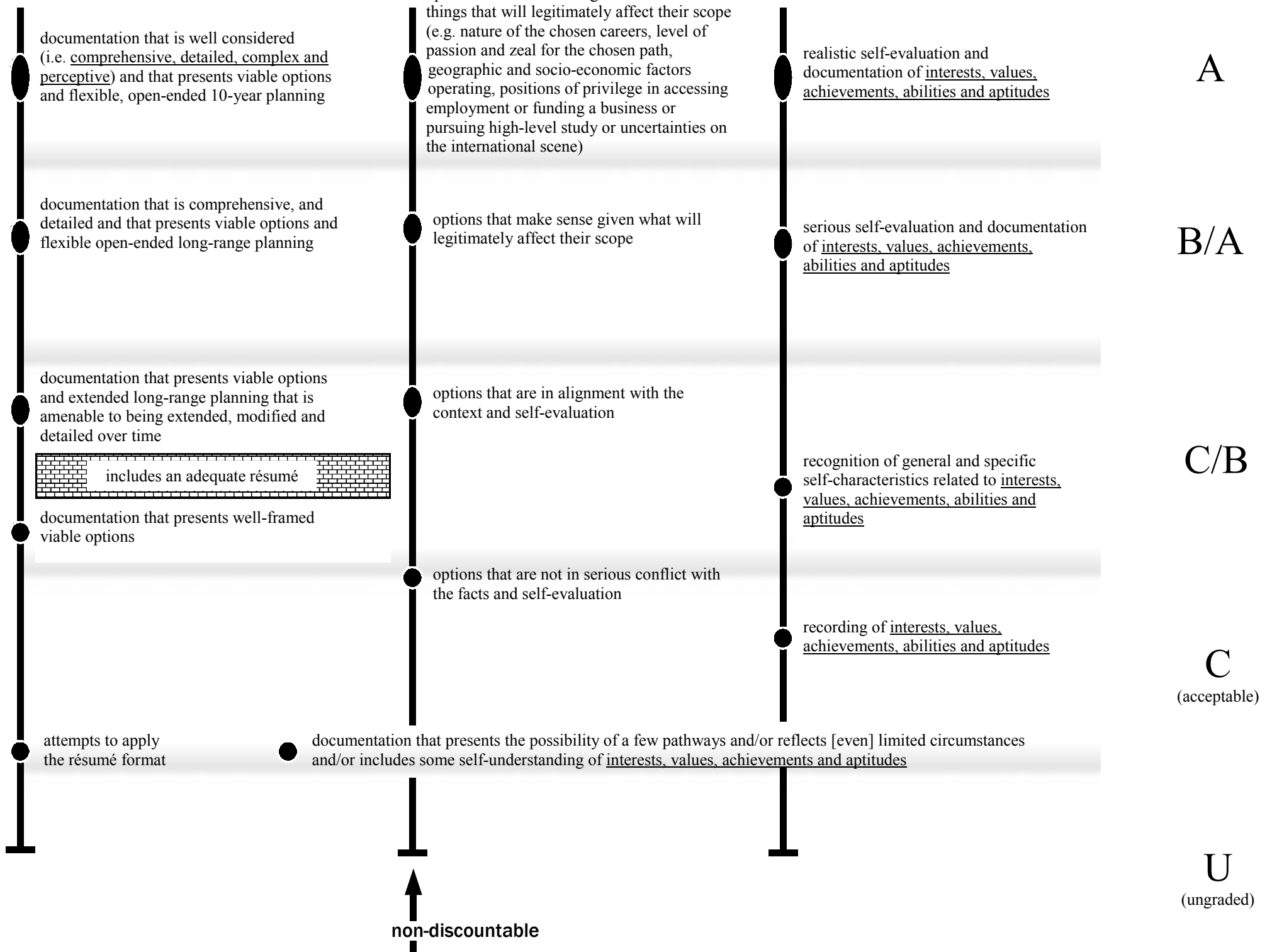
Published desirable features

- documentation that is well considered (i.e. comprehensive, detailed, complex and perceptive) and that presents viable options and flexible, open-ended 10-year planning.
- options that make sense given the sorts of things that will legitimately affect their scope (e.g. nature of the chosen careers, level of passion and zeal for the chosen path, geographic and socioeconomic factors operating, positions of privilege in accessing employment or funding a business or pursuing high-level study or uncertainties on the international scene).
- realistic self-evaluation and documentation of interests, values, achievements, abilities and aptitudes.

DOCUMENTED PLANNING

OPTIONS

SELF-EVALUATION



Expanders and clarifiers

1. DOCUMENTED PLANNING: 'Viable options and flexible open-ended 10-year planning' is the content of what is being presented; the flexibility and open-endedness of the plan are to be assessed here, but the viability of the options is to be assessed in the desirable feature dedicated completely to this.
2. DOCUMENTED PLANNING, OPTIONS: The 'options' presented do not have to lead to different types of employment. They might even be very different ways of getting to the same place.
3. OPTIONS: There was a requirement in the Rich Task that students "describe their preferred work and how it relates to local and global economies and to their own strengths and areas to be developed". The assessment demand for the 'sorts of things that will legitimately affect their scope' should be seen as encompassing both this requirement and other considerations that the student might legitimately bring to bear. When the referent uses the alternative 'given what will legitimately affect their scope' and brackets have been dropped, assessors can relax the original requirement and give wider latitude in judging what might legitimately affect their scope.
4. OPTIONS: In making determinations about legitimacy, it is fair enough for assessors to conduct an audit of the presented options against the student's demonstrations of self-knowledge in those cases where the student hasn't done this or the student's audit is highly questionable.
5. OPTIONS, SELF-EVALUATION: The students' mapping of their "skills, interests, knowledges, values, aptitudes against potential fields of work and types of employment" can contribute positively to their assessment in either or both of these desirable features.
6. SELF-EVALUATION: 'Realistic' self-evaluation requires documentation that includes:
 - a comprehensive listing of 'interests, values, achievements, abilities and aptitudes';
 - more than two inventories;
 - validation of statements from two different and independent sources.

NOTE: this applies only to the awarding of the highest grade.