

A STEAMHOUSE WHITE PAPER

An Alternative Scoreboard

The seventy-eight steamHouse Development Markers — what they are, how they were built, and how they are used

Fairmount steamHouse

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An alternative scoreboard, not a rejection of measurement. The seventy-eight Development Markers are a deliberate argument about what is worth measuring in a young person's life — and a working attempt to measure it honestly. This paper sets out what a marker is, where the seventy-eight came from, how they are organized, how they are assessed, and — just as important — what a list like this cannot do, stated plainly rather than glossed over.

1. The scoreboard problem

Every measurement system is an argument. A scoreboard does not merely track a game; it defines what the game is. Tell a person what will be counted and you have told them, more powerfully than any exhortation, what to become.

The dominant scoreboards in a young person's life are measuring the wrong things. GPA measures compliance and recall, not understanding or curiosity. Social-media metrics measure attention capture, not meaning. College-admissions criteria measure credential accumulation, not character. Labor-market signals measure certifiable outputs, not the capacity for judgment, collaboration, or sustained effort. Each of these systems produces, reliably, exactly the people it is designed to produce. The problem is not the players. It is the scoreboard.

This is not a small critique. Scoreboard design is one of the most powerful forces shaping human behavior, and it works mostly beneath awareness. What gets measured gets managed; what gets rewarded gets repeated; what gets ignored gets abandoned — even when it is precisely what a person most needs to develop.

steamHouse responds with an alternative scoreboard. The seventy-eight Development Markers — seventeen Stars, thirty-one Lenses, thirty Keys — are a curated, defensible claim about the competencies most load-bearing for a conscious, purposeful life, built so they can be taught by a prepared mentor, evidenced through behavior rather than testing, and carried across every context a life actually moves through: school, work, family, community, and civic life.

2. What a marker is — and what it isn't

The fastest way to understand a marker is by what it is *near* but not identical to. Three comparisons do most of the work, and the places each one breaks are where the design lives.

Like a content standard — but evidenced, not tested. A marker resembles an academic standard in that it names something specific a person should be able to do. But a content standard specifies what gets *covered* and is verified by testing recall or application at a moment in time. A marker specifies a *demonstrated capacity* that develops over time and is verified by behavioral evidence across contexts. A standard asks, “was this taught, and can you reproduce it?” A marker asks, “has this become yours?” The closer cousin is a **competency framework with a developmental rubric**.

Like a merit badge — but progressive, integrated, and about capacity. The merit-badge analogy is the best on-ramp: markers are *earned, not given*; visible; mentor-verified; portable; not won by a test. But it breaks in three ways, and the breaks are the point. A merit badge is *discrete and completable* — you finish it; a marker is *progressive and recursive* — four levels, and the top level means you can grow the capacity in someone else, so you are never simply done. A merit badge is an *additive collection* — more is more; the seventy-eight are an *integrated architecture* — clustered, sequenced, and mapped, so position matters, not just count. A merit badge certifies *an activity completed*; a marker certifies *a capacity demonstrated across contexts*. The precise modern term underneath the metaphor is a **developmental micro-credential**.

Not “reflective rather than tested.” It is tempting to describe markers as softer or more reflective than objective testing. That is the one description to avoid, because it misstates the model. Assessment rests on **behavioral evidence and multi-rater triangulation** — what others observe, consistently, across situations — with self-report named as the *weakest* tier. The honest axis is **demonstrated and observed versus recalled and tested**, not reflective versus rigorous. Reflection has a real home (in the journal, and in the *Living It* level), but it is not the basis of assessment.

Put together: a marker is a behaviorally evidenced, developmentally staged, portable micro-credential for a single human capacity — a unit on a scoreboard built to measure formation rather than compliance.

3. The three types: Stars, Lenses, Keys

The seventy-eight sort first by *faculty* — Heart, Head, Body — into three types, each answering a different question and, crucially, each carrying a **different standard of evidence**. That last point is the real reason there are three types rather than one long list.

Stars (17) — Character / Heart. *Who you are becoming.* Stars are demonstrated qualities, not inherited traits. A Star is earned when character shows up where it would be easier not to — when honesty is inconvenient, courage costly, care effortful. Its evidence is *observed character*: others report seeing the quality, consistently, across contexts.

Lenses (31) — Thinking / Head. *How you understand the world.* A Lens is a mental framework actually mastered, not merely encountered — it is possible to read about systems thinking and have no systems-thinking capacity at all. A Lens is earned when a framework has moved from concept to reflex, reached for automatically because it has proven useful. Its evidence is *applied framework*: the tool is visibly used in real reasoning.

Keys (30) — Skill / Body. *What you can do.* A Key is a capability built through practice and performable under real conditions. Skills untested are not yet skills. Its evidence is *performed skill*: the capability is enacted, repeatably.

Because the evidence standard differs by type, a single uniform “test” could never assess all three. The architecture’s three-part shape is a direct consequence of taking seriously that character, understanding, and capability are known in different ways.

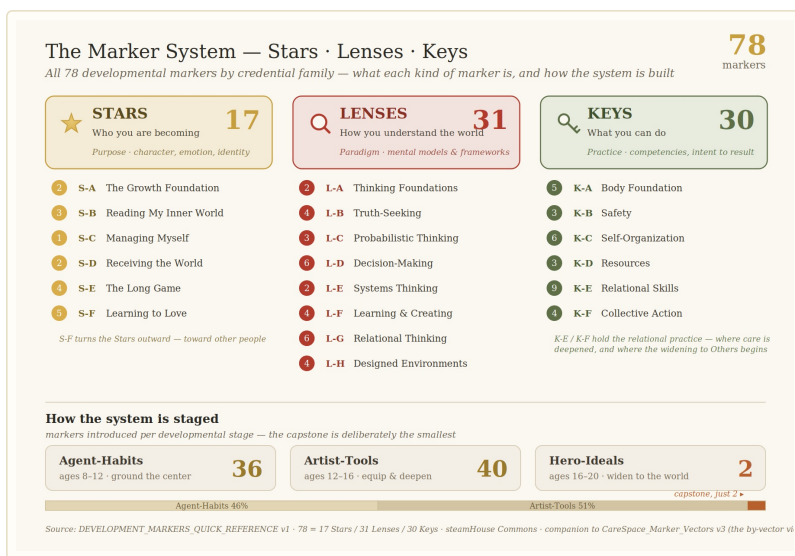


Figure 1. The seventy-eight markers organized by *type* and *cluster* — Stars (character), Lenses (thinking), Keys (skill), each family internally sequenced.

The figure shows the first of two ways the seventy-eight are organized: by type, and within each type by **cluster** — the named, internally sequenced family a marker belongs to (the Growth Foundation, Truth-Seeking, Relational Skills, and so on). Section 7 introduces the second organizing view.

4. The four levels: Knowing → Using → Living → Passing It On

Every marker, of every type, is held at one of four levels. The levels are what “earned” actually means, and they are where this scoreboard most departs from conventional measurement.

Knowing It — can define, explain, and recognize it. *Can I explain this to someone?* **Using It** — applies it when prompted or reminded. *Can I use it when it matters?* **Living It** — applies it spontaneously; it has become automatic. *Does this happen without my thinking about it?* **Passing It On** — can develop the capacity in another person. *Can I grow this in someone else?*

Most educational systems stop at Knowing It: they assess whether a student can recall and reproduce. But knowing a thing is the beginning of development, not the end. Using It under real conditions is where competence forms; Living It without prompting is where character forms; and Passing It On — being able to develop a capacity in someone else — is the highest form of mastery, because it demands understanding deep enough to explain from several angles, catch a misunderstanding before it hardens, and hold another person’s growth with patience.

That final level is not merely the hardest; it is the most socially generative. A person who has reached Passing It On is no longer only accumulating development for themselves — they have become a source of it for others. This is why steamHouse treats it as the culmination, and why the framework’s horizon, the **Whole-Real Human**, is defined as all seventy-eight markers held at Passing It On. The examined life, fully lived, turns outward.

5. Assessment without testing

If markers are not tested, how are they known? Through **behavioral evidence**, gathered from **multiple raters**, and graded by the *strength* of that evidence rather than by a score.

Four vantage points contribute: **Self, Mentor, Peers, and Family**. No single vantage is decisive, and self-report is treated as the weakest of them — a guard against the most common failure of character assessment, which is to credit what a person says about themselves. Evidence strengthens as it moves from claimed to corroborated to observed across contexts, a progression the framework names **Documented → Attested → Verified → Demonstrated**. Strong evidence for a Star is that others report seeing the quality consistently where it counts; weak evidence is self-report alone.

This is what makes the scoreboard usable beyond a single program. The credentialing platform now under development is the mechanism that turns this evidence into something an institution can read — visible, verifiable, and portable in the way a transcript is, but carrying a different and richer kind of signal. The markers are the architecture; the platform is the mechanism; together they are an argument that a different kind of evidence is possible, and that if institutions begin to accept it, the game itself changes. (*The full assessment-and-credentialing model — rater weighting, evidence types, and platform design — is specified separately in the credentialing brief; this section states only its logic.*)

6. How the seventy-eight were derived

The number is curated, not invented, and its history is documented. The work began with a **166-candidate inventory** drawn from a wide reading across developmental science, cognitive psychology, philosophy, and practice. That inventory was reduced to a **53-marker core**, expanded modestly as gaps surfaced, and then deliberately built out to **78** for domain coverage, with subsequent versions refining names and cluster logic rather than adding capacities. (Appendix B carries the full version history.)

Four criteria governed what stayed in and what was cut. A marker had to be:

- **Load-bearing** — among the competencies most central to a conscious, purposeful life, not merely useful;
- **Teachable by a non-specialist mentor** — developable by a prepared adult without a clinical or academic credential;
- **Behaviorally assessable** — recognizable in conduct, not only in self-report; and
- **Portable** — meaningful across school, work, family, community, and civic life, not bound to a single setting.

These criteria are also why the list is *not* exhaustive, and is not meant to be (Section 10). The seventy-eight are the curated starting point that evidence and experience converge on — the markers worth concentrating on first.

7. Two ways to read the same seventy-eight

The cluster-and-type view in Section 3 is one organizing map. There is a second, and holding both at once is part of what makes the architecture more than a list.

The second view places every marker on the **Care Space** — six concentric circles of care, *Self → Family → Team → Tribe → Others → World*, held within the **Lifeworld**, the lived horizon the circles sit inside. On this map a marker is read not by its faculty but by what it does to the **care gradient**: it can *ground* the center, *widen* care outward, *deepen* a bond within a circle, *protect* a boundary where care curdles into contempt, or *tend the World* — truth, craft, and nature. (A small, important hybrid, *Protect-in-service-of-Widen*, names the frontier guards that keep the crossing toward strangers honest rather than walling it off.)

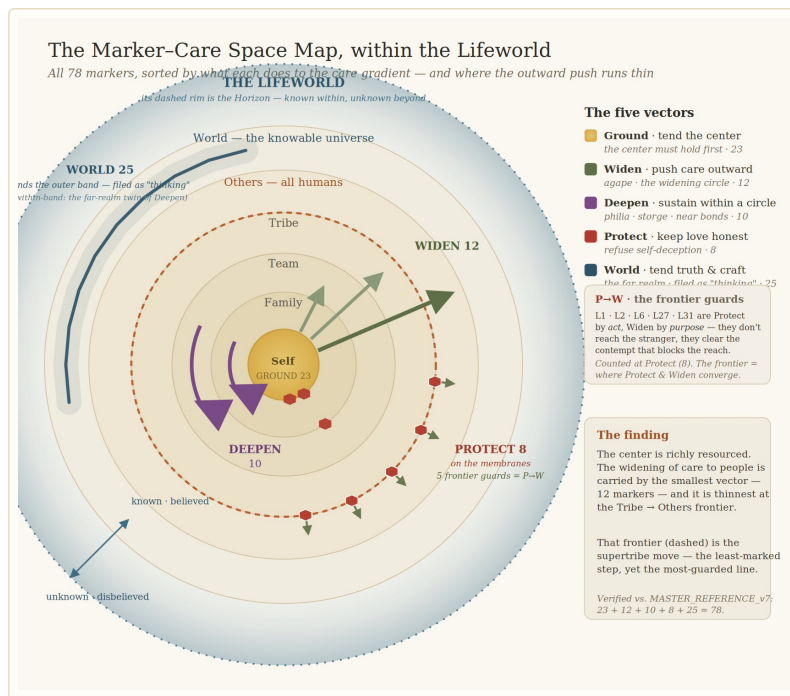


Figure 2. The same seventy-eight read by *care vector* on the Care Space — Ground, Widen, Deepen, Protect, World — within the Lifeworld. Counts: Ground 23 · World 25 · Widen 12 · Deepen 10 · Protect 8.

Reading the seventy-eight this way surfaces findings the type-view cannot. The center is richly resourced — far more markers *ground* the self than *widen* care outward — which is developmentally correct, since you cannot widen from an ungrounded center. But it means the project's signature claim — widening the circle, building a "supertribe" that holds together across difference — rests on its *thinnest* set of markers, and the hardest reach, from one's own tribe toward strangers and opponents, is the slenderest slice of the whole system. The map does not treat this as a flaw to hide; it makes a real design choice *visible* — the architecture deepens the near bonds more thoroughly than it widens care to the far ones — so that the choice can be examined rather than left to accident.

The two views are complementary on purpose. Type-and-cluster answers *what kind of capacity is this and what does it depend on?* Care-vector answers *what does this capacity do to a person's circle of care?* The same seventy-eight, read two honest ways.

8. Priority — where a person begins

Seventy-eight is a complete map, not a syllabus. The fair question a complete map invites is: *where does a person actually start, and what matters most?* The architecture answers with priority, not just structure.

It does so first through the **developmental stages**, which introduce markers as a person becomes ready: **Agent-Habits** (ages 8-12, 36 markers) builds automatic competence through practice; **Artist-Tools** (12-16, 40 markers) develops conscious frameworks; **Hero-Ideals** (16-20, 2 markers) is mostly integration, introducing only the two natural culminations — values actually lived, and civic action. The **Whole-Real Human** stage adds no new markers; it is the horizon at which all seventy-eight are held at the highest level.

Within that staging, a **Priority Spine** of thirty markers names what to concentrate on, and in what order, across three developmental thresholds:

- **Fundamentals** (for the youngest, or anyone beginning) grounds the center: the belief that ability is built, the capacity to regulate one's own state, two foundational thinking dispositions, the body's floor, and the first reach outward — asking for help. It is weighted toward character and the body on purpose, because you cannot extend care from an ungrounded center.
- **Next-Order** (once the floor holds) turns to the conscious thinking frameworks of adolescence — telling sound claims from manipulation, knowing the limits of one's own knowledge, reading systems and incentives — with the first practiced widening of care folded in.
- **Threshold** (the young adult about to venture out) is the culmination: values lived, civic agency exercised, and the

competencies of standing on one's own — managing money over time, building the conditions for a group to do honest work, acting generously across difference. Tellingly, this tier contains *no* thinking tools at all; by the threshold the frameworks are internalized, and the work is no longer learning to understand but acting well.

The Spine is a thread of *emphasis*, not a partition. The remaining forty-eight markers are the **body of the curriculum** — taught comprehensively, in their clusters, at their stages. If the thirty are the trunk (ground → equip → go forth), the forty-eight are the full reach of each capacity: the coverage that makes the seventy-eight a complete map, the rest of each stage's curriculum, and — most importantly — the markers a *particular* life leans on, where a person becomes specifically themselves. For a project whose entire claim is that a person should become the author of their own life, the personalizing forty-eight are not the leftover. They are much of the point.

(A separate, smaller “presentational” set of twelve — sampled evenly across Stars, Lenses, and Keys — exists for a different job: showing an outsider the architecture’s shape on a single slide. It is a legibility device, not a developmental sequence, and should not be confused with the Spine.)

9. Objections and responses

A serious alternative scoreboard has to answer the hardest questions asked of it.

“The moment a marker becomes a target, it will be gamed.” (Goodhart’s Law.) This is the sharpest objection to any scoreboard, and the design answers it in three ways. Multi-rater evidence makes a marker hard to fake alone — gaming the Self vantage does nothing to the Mentor, Peer, and Family vantages. Behavioral evidence across contexts means a marker is earned by *being* a certain way repeatedly, not by performing it once. And the levels themselves resist gaming: Living It is, by definition, the spontaneous version, and Passing It On cannot be performed by someone who has not actually developed the capacity. Goodhart pressure is real; the architecture is built to be expensive to game and cheap to demonstrate honestly.

“Isn’t this just social-emotional learning rebranded?” It overlaps with SEL but is wider and differently grounded. SEL typically centers a set of emotional and relational competencies; the seventy-eight span character, thinking frameworks, and practical skills, and are organized by a developmental architecture with explicit evidence standards and a credentialing path. SEL is one neighborhood the markers pass through (much of the Heart and relational work), not the whole territory.

“Character can’t be measured.” It cannot be *tested* — which is exactly why the model does not test it. It can be *evidenced*: observed, by several people, across situations, over time. The claim is not that character reduces to a number, but that demonstrated character leaves behavioral traces that more than one honest observer can recognize. That is a weaker and more defensible claim than measurement-by-testing, and it is the one the architecture actually makes.

10. What the seventy-eight deliberately exclude

Credibility requires naming what was left out. The seventy-eight are not exhaustive, by design. They deliberately exclude **domain-specific academic content** (the markers are not a curriculum in biology or algebra) and **single-track or specialist skills** (a particular sport, instrument, or trade), because such content fails the portability criterion — it does not travel across every context a life moves through. The markers are the *cross-domain* competencies a young person carries into whatever specific content and craft they choose. The specifics are real and valuable; they are simply a different layer than the one this scoreboard measures.

11. What a list cannot capture

A document this confident about specificity owes the reader its honest limit.

The deepest thing the framework develops is not, in the end, individually credential-able. A person can know what honesty requires, what courage requires, what fairness requires — and still meet a moment where these pull against each other and not know what to do. The capacity to read *this* situation, weigh what it calls for, and act well in it has its own ancient name: *phronesis*, **practical wisdom**. It is not a fifth principle, not a seventy-ninth marker, not a separate skill to be added. It is what running the framework well *produces*.

A young person who reaches Living It on a couple dozen markers has not merely accumulated a couple dozen skills. The capacities have begun to run together — Scout Mindset and Heart at Peace and Boundary Setting no longer performed as

separate operations but integrated, silently, into the judgment a situation actually calls for. That integration is practical wisdom, and it is the developmental target that gives all the marker work its meaning. The Whole-Real Human stage is not “all the markers, mastered.” It is the stage at which the markers have become integrated in a particular person, in their particular life, for their particular purposes — what the older tradition called a flourishing life.

This is the asymmetry worth naming rather than papering over: the architecture is rigorous, verifiable, and defensible precisely so that it can serve the development of a capacity that is itself less specifiable than any marker. That is not a weakness. It is the architecture honestly meeting its own limit. The framework can build the conditions under which practical wisdom is most likely to emerge; it cannot install the wisdom itself. That part belongs to the young person, the situations they meet, the relationships they enter, and the life they choose to make.

The framework’s job is to make the soil good. The growth is the young person’s.

12. The evidence base

The seventy-eight are not invented from intuition. Each marker is anchored in an identifiable body of research or practice — Dweck on the changeable brain, Galef on the scout mindset, Walker on sleep, Gottman on repair and small moments, Meadows on systems, Duckworth on grit, Edmondson on psychological safety, Arbing on the heart at peace, and many more. Appendix C lists the source attribution marker by marker. The point of the citations is not ornament: it is that an external reader — a funder, a researcher, a board member — can trace any single marker back to the evidence it rests on, and judge it on those terms.

This paper describes the architecture as it currently stands. The marker set is canonical at seventy-eight (version 8); the credentialing platform that makes the scoreboard institutionally legible is under active development. steamHouse holds to an honest ledger: what is built is described as built, and what is still being built is named as such.

Appendix A — The Complete Seventy-Eight

Every marker with its accessible and formal name, developmental stage, care vector, and primary source. Extracted from the canonical master reference (v8).

Stars (17) — Character · Heart

#	Marker	Formal name	Stage	Vec	Primary source
S-A · THE GROWTH FOUNDATION					
S1	Changeable Brain	Neuroplasticity Confidence	AH	G	Doidge, Dweck
S2	Growth Mindset	Growth Mindset	AH	G	Dweck
S-B · READING MY INNER WORLD					
S3	Knowing My Zone	Window of Tolerance Awareness	AH	G	Siegel, Ogden, Porges
S4	Reading Myself	Emotion Recognition (Self)	AH	G	Goleman, Brackett
S5	Reading Others	Emotion Recognition (Others)	AH	W	Ekman, Marsh
S-C · MANAGING MYSELF					
S6	Mood Tools	Emotion Regulation Repertoire	AH	G	David, Brackett
S-D · RECEIVING THE WORLD					
S7	Gratitude	Grateful Orientation	AH	W	Emmons, McMinn, Fredrickson, Seligman
S8	Wonder	Awe Capacity	AH	Wd	Keltner, Maslow, Csikszentmihalyi
S-E · THE LONG GAME					
S9	Setback Stories	Explanatory Style	AT	G	Seligman
S10	Grit	Grit	AT	G	Duckworth
S11	Knowing My Why	Purpose Clarity	AT	Wd	Frankl, Pink, Damon
S12	Living My Values	Values-Behavior Integrity	HI	G/Wd	Frankl, MacIntyre, Brooks
S-F · LEARNING TO LOVE					
S13	Curiosity	Genuine Curiosity	AH	W	Kashdan
S14	Heart at Peace	Heart at Peace	AH	W/P	Arbinger Institute
S15	Making Others Shine	Illuminator Orientation	AT	W	Arbinger, Brooks
S16	We Over Me	Ubuntu Orientation	AT	W	Tutu, African philosophy
S17	Give First	Generous Orientation	AT	W	Grant, Keltner, Harvard Study

Lenses (31) — Thinking · Head

#	Marker	Formal name	Stage	Vec	Primary source
L-A · THINKING FOUNDATIONS					
L1	Scout Mindset	Scout vs. Soldier Mindset	AH	P→W	Galef
L2	From Fact to Story	Ladder of Inference	AH	P→W	Argyris, Senge
L-B · TRUTH-SEEKING					
L3	Baloney Detection Kit	Baloney Detection Kit	AT	Wd/P	Sagan
L4	How Likely Is It?	Base Rate and Probability Reasoning	AT	Wd	Kahneman, Gigerenzer, Tetlock
L5	Cause vs. Coincidence	Causal Reasoning	AT	Wd	Kahneman, Pearl, Gigerenzer
L6	Knowing What I Know	Metacognitive Calibration	AT	P→W	Dunning, CSU research
L-C · PROBABILISTIC THINKING					
L7	Odds Thinking	Thinking in Probabilities	AT	Wd	Tetlock, Duke
L8	Luck vs. Skill	Resulting	AT	Wd	Duke
L9	AI Smarts	AI and Information Literacy	AT	Wd	Mollick, Christian, Vallor
L-D · DECISION-MAKING					
L10	What Could Go Wrong?	Pre-Mortem	AH	Wd	Klein
L11	10/10/10 Rule	10/10/10 Rule	AH	Wd	Welch
L12	One-Way vs. Two-Way Door	Reversible vs. Irreversible	AH	Wd	Bezos
L13	What's at Stake?	Risk-Reward Thinking	AH	Wd	Taleb, Duke, Kahneman
L14	WRAP Decisions	WRAP Framework	AT	Wd	Heath brothers
L15	Good Enough vs. Best	Satisficing vs. Maximizing	AT	Wd	Schwartz, Simon

L-E · SYSTEMS THINKING					
L16	Stocks and Flows	Stocks and Flows	AH	Wd	Meadows
L17	Feedback Loops	Feedback Loops	AT	Wd	Meadows
L-F · LEARNING AND CREATING					
L18	Deliberate Practice	Deliberate Practice	AH	Wd	Ericsson
L19	Good Struggle	Desirable Difficulties	AH	Wd	Bjork, Roediger, Brown
L20	Flow	Flow Conditions	AT	Wd	Csikszentmihalyi
L21	How Ideas Grow	Creative Process Framework	AT	Wd	Csikszentmihalyi, Brandt & Eagleman, Epstein
L-G · RELATIONAL THINKING					
L22	Connection Is Life	Social Belonging Neuroscience	AH	W	Lieberman, Murthy, Cacioppo, Dunbar
L23	What's Really Going On	Three Conversations Model	AT	D/P	Stone, Patton, Heen
L24	Attachment Styles	Attachment Styles	AT	G	Bowlby, Levine, Heller
L25	Small Moments Matter	Bids and Responses	AT	D	Gottman
L26	Four Horsemen	Four Horsemen	AT	P	Gottman
L27	Heart at War vs. Peace	Heart at War vs. Peace	AT	P→W	Arbinger Institute
L-H · DESIGNED ENVIRONMENTS					
L28	Mismatched Brain	Evolutionary Mismatch Analysis	AT	Wd	Lieberman, Sapolsky, Ratey, van Tulleken
L29	Hijack Awareness	Neurological Addiction Vulnerability	AT	Wd/P	Maté, Lembke, Hari, Porges
L30	Scoreboard Seeing	Incentive Structure Literacy	AT	Wd	Multiple sources
L31	Life Seasons	Developmental Stage Awareness	AT	P→W	Erikson, Siegel, Steinberg, Marcia

Keys (30) — Skill · Body

#	Marker	Formal name	Stage	Vec	Primary source
K-A · BODY FOUNDATION					
K1	Sleep Smarts	Sleep Hygiene	AH	G	Walker
K2	Keep Moving	Movement Integration	AH	G	Ratey, Lieberman
K3	Calm Is Contagious	Co-Regulation Capacity	AH	D	Porges, Siegel, Dana
K4	Body Listening	Interoceptive Awareness	AH	G	van der Kolk, Damasio, Porges
K5	Eating with Eyes Open	Food Environment Literacy	AT	G	Lieberman, van Tulleken, Pollan
K-B · SAFETY					
K6	Trusting My Gut	Intuitive Threat Assessment	AH	G	de Becker
K7	Boundary Setting	Boundary Setting	AT	P	Cloud & Townsend
K8	Asking for Help	Help-Seeking Capacity	AH	W	Multiple sources
K-C · SELF-ORGANIZATION					
K9	Capture Habit	Capture Habit	AH	G	Allen
K10	Next Step Clarity	Next Action Clarity	AH	G	Allen
K11	Checklist Habit	Checklist Discipline	AH	G	Gawande
K12	Habit Design	Habit Engineering	AH	G	Duhigg, Clear
K13	Focus by Design	Focus Design	AT	G	Newport, Clear
K14	Control What You Can	Process vs. Outcome Focus	AT	G	Duke
K-D · RESOURCES					
K15	Pay Yourself First	Savings Automaticity	AT	G	Thaler, Clason
K16	Future Money	Temporal Financial Reasoning	AT	G	Housel, Clason
K17	Money Map	Financial Tracking Practice	AT	G	Kobliner, Beckbessinger
K-E · RELATIONAL SKILLS					
K18	Active Listening	Active Listening	AH	D/W	Multiple sources
K19	Good Questions	Question-Asking Skill	AH	W	Brooks, Gregersen
K20	Keeping Friends	Friendship Maintenance Capacity	AH	D	Nelson, Murthy
K21	Repair Making	Repair Attempt Use	AH	D/P	Gottman
K22	Real Need Negotiation	Interest-Based Negotiation	AH	D/W	Fisher & Ury
K23	Taking Feedback	Feedback Reception	AT	P	Stone & Heen

K24	Say What You Need	Nonviolent Communication	AT	D	Rosenberg
K25	Go First	Vulnerability-First Trust	AT	W	Brown, Lencioni
K26	How Stories Work	Narrative Literacy	AT	Wd/P	McKee, Lamott, Gottschall
K-F · COLLECTIVE ACTION					
K27	Safe Space Builder	Psychological Safety Creation	AT	D	Edmondson
K28	What Just Happened?	After-Action Review	AT	D	Edmondson, military research
K29	Making Something	Creative Practice Discipline	AH	Wd	Dissanayake, Csikszentmihalyi, Lamott
K30	Community Action	Civic Action Capacity	HI	W	Multiple sources

Appendix B — Derivation History

Version	Date	Markers	Change
Inventory	Dec 2025	166 candidates	Master inventory extracted from the full reading across developmental science, cognition, philosophy, and practice
1.0	Dec 2025	53	Core set reduced from 166 on the four curation criteria
2.0–3.0	Jan–Feb 2026	58	Added markers for coverage; accessible names integrated; documents consolidated
4.0	Mar 2026	78	Full expansion and restructuring; clusters and four-level progression formalized
5.0	Apr 2026	78	Cluster "Learning to Love" named; the love arc made explicit
6.0	May 2026	78	Featured-subset refinement; numbering/selection conventions documented
8.0	Jun 2026	78	Care-Space vector classification added as a second reading over the architecture

The four curation criteria, applied at every step: most **load-bearing** for a conscious, purposeful life · **teachable by a non-specialist mentor** · **behaviorally assessable** · **portable** across school, work, family, community, and civic life.

Appendix C — Source Attribution

Each marker is anchored to an identifiable body of research or practice. Listed by source.

Source	Markers
Allen, David	K9 (Capture Habit), K10 (Next Step Clarity)
Arbinger Institute	S14 (Heart at Peace), S15 (Making Others Shine), L27 (Heart at War vs. Peace)
Argyris/Senge	L2 (From Fact to Story)
Beckbessinger/Kobliner	K17 (Money Map)
Bezos, Jeff	L12 (One-Way vs. Two-Way Door)
Bjork/Roediger/Brown	L19 (Good Struggle)
Bowlby/Levine/Heller	L24 (Attachment Styles)
Brandt & Eagleman/Epstein	L21 (How Ideas Grow)
Brooks, Arthur	S15 (Making Others Shine), K19 (Good Questions)
Brown/Lencioni	K25 (Go First)
Cacioppo/Dunbar/Murthy	L22 (Connection Is Life)
Clason/Housel	K15 (Pay Yourself First), K16 (Future Money)
Clear/Duhigg	K12 (Habit Design)
Cloud & Townsend	K7 (Boundary Setting)
CSU research (Rhodes, Cleary, DeLosh)	L6 (Knowing What I Know)
Csikszentmihalyi	L20 (Flow), L21 (How Ideas Grow), K29 (Making Something)
Damasio/van der Kolk/Porges	K4 (Body Listening)
Dana/Porges/Siegel	K3 (Calm Is Contagious)
David/Brackett	S6 (Mood Tools)
de Becker	K6 (Trusting My Gut)
Dissanayake/Lamott	K29 (Making Something)
Doidge/Dweck	S1 (Changeable Brain)
Duckworth	S10 (Grit)
Duke, Annie	L8 (Luck vs. Skill), L7 (Odds Thinking), K14 (Control What You Can)
Edmondson	K27 (Safe Space Builder), K28 (What Just Happened?)
Ekman/Marsh	S5 (Reading Others)
Emmons/McMinn/Fredrickson	S7 (Gratitude)
Ericsson	L18 (Deliberate Practice)
Erikson/Siegel/Steinberg/Marcia	L31 (Life Seasons)
Fisher & Ury	K22 (Real Need Negotiation)
Frankl/Pink/Damon	S11 (Knowing My Why)
Frankl/MacIntyre/Brooks	S12 (Living My Values)
Galef	L1 (Scout Mindset)

Gawande	K11 (Checklist Habit)
Gigerenzer/Kahneman/Pearl	L4 (How Likely Is It?), L5 (Cause vs. Coincidence)
Goleman/Brackett	S4 (Reading Myself)
Gottman	L25 (Small Moments Matter), L26 (Four Horsemen), K21 (Repair Making)
Gottschall/McKee/Lamott	K26 (How Stories Work)
Grant, Adam / Keltner / Harvard Study	S17 (Give First)
Hari/Lembke/Maté/Porges	L29 (Hijack Awareness)
Heath brothers	L14 (WRAP Decisions)
Kashdan	S13 (Curiosity)
Kahneman/Taleb/Duke	L13 (What's at Stake?)
Keltner/Maslow/Csikszentmihalyi	S8 (Wonder)
Klein	L10 (What Could Go Wrong?)
Lieberman/Ratey/Sapolsky/van Tulleken	L28 (Mismatched Brain)
Lieberman/van Tulleken/Pollan	K5 (Eating with Eyes Open)
Meadows	L16 (Stocks and Flows), L17 (Feedback Loops)
Mollick/Christian/Vallor	L9 (AI Smarts)
Multiple sources	L22 (Connection Is Life), K8 (Asking for Help), K18 (Active Listening), K30 (Community Action), L30 (Scoreboard Seeing)
Nelson/Murthy	K20 (Keeping Friends)
Newport/Clear	K13 (Focus by Design)
Porges/Ogden/Siegel	S3 (Knowing My Zone)
Ratey/Lieberman	K2 (Keep Moving)
Rosenberg	K24 (Say What You Need)
Sagan	L3 (Baloney Detection Kit)
Schwartz/Simon	L15 (Good Enough vs. Best)
Seligman	S9 (Setback Stories)
Stone/Patton/Heen	L23 (What's Really Going On), K23 (Taking Feedback)
Tetlock/Duke	L7 (Odds Thinking)
Thaler/Clason	K15 (Pay Yourself First)
Tutu/African philosophy	S16 (We Over Me)
Walker	K1 (Sleep Smarts)
Welch	L11 (10/10/10 Rule)

Appendix D — The Priority Spine in Detail

The thirty-marker priority thread of Section 8, listed and characterized tier by tier. The Spine is a thread of emphasis, not a partition; the remaining forty-eight markers are taught as the body of the curriculum.

Tier 1 — Fundamentals · *get grounded*

Criterion: **prerequisite to the rest**. Ten markers, all Agent-Habits, eight of them Ground — weighted toward character and the body, not thinking or social reach. The claim is strict: you cannot widen care from an ungrounded center, so the floor installs the growth belief, regulation, two thinking gateways, the body’s base, and exactly one reach outward — then stops.

Marker	Its role in the tier
S1 Changeable Brain (G)	The belief that ability is built, not fixed. The master belief; without it no marker takes root, because effort feels pointless.
S2 Growth Mindset (G)	The stance toward difficulty that follows from S1. S1 supplies the science; S2 turns it into “so I’ll keep going” — the floor’s motivational engine.
S3 Knowing My Zone (G)	Noticing whether you’re regulated, wound-up, or shut down. The gate in front of all learning and relating; a flooded nervous system can neither think nor connect.
S4 Reading Myself (G)	Naming your own emotional states accurately. Self-recognition precedes other-recognition.
S6 Mood Tools (G)	The repertoire for shifting state once you perceive it. Makes the awareness of S3/S4 actionable rather than just better-informed distress.
L1 Scout Mindset (P→W)	Caring more about being accurate than being right. The single most enabling Lens; it replaces defending with learning, so every other thinking tool can work.
L2 From Fact to Story (P→W)	The gap between what you saw and what you concluded. The first concrete thinking tool, and the one that defuses most conflict — conflict lives in that gap.
K1 Sleep Smarts (G)	The body’s base layer. The one non-negotiable bodily prerequisite for learning, regulation, and mood.
K3 Calm Is Contagious (D)	Using your regulated state to steady another’s. The first place regulation becomes relational — the bridge from grounding the self to grounding a relationship.
K8 Asking for Help (W)	Recognizing the need for support and seeking it. The floor’s single reach outward, which keeps grounding from curdling into isolation.

Tier 2 — Next-Order · *get equipped*

Criterion: **highest-leverage entry into the conscious-framework work, once the floor holds**. Eleven markers, all Artist-Tools — the first tier to cross out of Agent-Habits — and Lens-dominant, because this is the stage where understanding becomes deliberate. Folded in is the first *practiced* widening of care and the literacy to read systems and incentives. It assumes the floor: these tools are useless or dangerous without the regulated, growth-believing center Tier 1 builds.

Marker	Its role in the tier
S10 Grit (G)	Sustained effort toward long-term goals. The persistence engine that carries a person through the long middle of any hard thing. (Its dependency-entry, S9 Setback Stories, is the one open swap.)
S11 Knowing My Why (Wd)	The beginning of a self-authored aim. Purpose orders the frameworks toward something; without it the toolbox is powerful but aimless.
S17 Give First (W)	Generosity before the return is known. The widening accent in Star form — it turns the equipped self outward toward people not already close.
L3 Baloney Detection Kit (Wd)	Evaluating claims and resisting manipulation. The truth-seeking floor for someone now consuming an adult information diet.
L6 Knowing What I Know (P→W)	Honesty about the limits of your own knowledge. The tier’s highest-leverage Lens — it governs how every other framework gets used.
L17 Feedback Loops (Wd)	How systems reinforce and balance. The move from reading snapshots to reading dynamics — why things compound.
L28 Mismatched Brain (Wd)	Your hardware was built for a vanished world. The overarching designed-environments lens; makes a person legible to themselves in an engineered environment.
L30 Scoreboard Seeing (Wd)	Reading what a system actually rewards. The project’s own thesis turned into a personal capacity — the most strategically leverageable Lens it teaches.
K7 Boundary Setting (D)	Limits as a love skill. Once a person reaches outward (S17, K8), boundaries keep the reach

K7 Boundary Setting (<i>L</i>)	Limits as a love skill. Once a person reaches outward (S17, K9), boundaries keep the reach sustainable rather than self-erasing.
K23 Taking Feedback (<i>P</i>)	Receiving correction without defensiveness. The Key that makes framework-acquisition compound — without it, the tools stop improving.
K25 Go First (<i>W</i>)	Extending trust before it is earned. The behavioral complement to S17 — vulnerability-first trust as the engine of widening.

Tier 3 — Threshold · *go forth*

Criterion: **culmination and enactment — what “formed and ready” looks like** at the edge of independent adult life. Nine markers, and a different *kind* of set: not more frameworks to learn but integration plus the competencies of standing on your own. It is **Lens-free** — the maturity tell: the frameworks are internalized, so the work is no longer learning-to-understand but acting well, automatically. It carries the two genuine Hero-Ideals markers and points toward the Whole-Real Human horizon without being it.

Marker	Its role in the tier
S12 Living My Values (<i>G/Wd</i>)	Integrity actually lived, not merely held. The only Hero-Ideals Star — the character arc’s terminus, the gap between stated and lived values closed.
S15 Making Others Shine (<i>W</i>)	Lifting others rather than competing. The mature widening Star — care that has become generative.
S16 We Over Me (<i>W</i>)	The self understood as constituted by relationship. Ubuntu — the philosophical ground of the supertribe.
K15 Pay Yourself First (<i>G</i>)	The savings habit. The first financial-agency Key — it makes a self-supporting adult life structurally possible.
K16 Future Money (<i>G</i>)	Feeling the future cost and benefit of present money as real. The temporal orientation that, more than the math, builds a stable life.
K17 Money Map (<i>G</i>)	Knowing where your resources actually go. Completes the resources trio — the literal venturing-into-adult-life competency no earlier tier touches.
K27 Safe Space Builder (<i>D</i>)	Building the conditions for a group to do honest work. The first leadership Key — a threshold adult is now responsible for the spaces others work in.
K28 What Just Happened? (<i>D</i>)	Turning shared experience into improvement. The second leadership Key — building a learning culture in a team.
K30 Community Action (<i>W</i>)	Agape as civic practice. The only Hero-Ideals Key — the furthest widening, the capstone where all prior development is enacted in the world.

Read across the three tiers, the architecture’s own logic shows. The vector center of gravity moves outward — Ground-dominant, then the first practiced widening, then enacted civic widening — and the Lens count rises then vanishes ($2 \rightarrow 5 \rightarrow 0$). That last fact is the structural statement of what maturity is: you stop consulting the toolbox and simply act well. Each tier also carries its stage’s native emphasis — the Agent-Habits floor (character and body), the Artist-Tools framework tier (thinking), the Hero-Ideals-and-enactment threshold (integrity and capability). The same outward motion, told three times.