

CORE COMPETENCIES

CRITICAL THINKING

Profile	Description
1	<input type="checkbox"/> I can explore <input type="checkbox"/> I can explore materials and actions. <input type="checkbox"/> I can show if I like something or not.
2	<input type="checkbox"/> I can use evidence to make simple judgments. <input type="checkbox"/> I can ask questions, make predictions, and use my senses to gather information. <input type="checkbox"/> I can explore with a purpose in mind and use what I learn. <input type="checkbox"/> I can tell or show something about my thinking. <input type="checkbox"/> I can contribute to and use simple criteria. <input type="checkbox"/> I can find some evidence and make judgments.
3	<input type="checkbox"/> I can ask questions and consider options. <input type="checkbox"/> I can use my observations, experience, and imagination to draw conclusions and make judgments. <input type="checkbox"/> I can ask open-ended questions, explore, gather information and experiment purposefully to develop options. <input type="checkbox"/> I can contribute to and use criteria. <input type="checkbox"/> I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. <input type="checkbox"/> I can describe my thinking and how it is changing.
4	<input type="checkbox"/> I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans. <input type="checkbox"/> I can use what I know and observe to identify problems and ask questions. <input type="checkbox"/> I can explore and engage with materials and sources. <input type="checkbox"/> I can consider more than one new way to proceed and make choices based on my reasoning and what I am trying to do. <input type="checkbox"/> I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.
5	<input type="checkbox"/> I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments <input type="checkbox"/> I can examine and adjust my thinking. <input type="checkbox"/> I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. <input type="checkbox"/> I am flexible and open-minded; I can explain more than one perspective and consider implications. <input type="checkbox"/> I can gather, select, evaluate, and synthesize information. <input type="checkbox"/> I can consider alternative approaches and make strategic choices. <input type="checkbox"/> I can take risks and recognize that I may not be immediately successful. <input type="checkbox"/> I can examine my thinking, seek feedback, reassess my work, and adjust.
6	<input type="checkbox"/> I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. <input type="checkbox"/> I can determine my own framework and criteria for tasks that involve critical thinking. <input type="checkbox"/> I can compile evidence and draw reasoned conclusions. <input type="checkbox"/> I can consider views that do not fit with my beliefs. <input type="checkbox"/> I am open-minded and patient, taking the time to explore, discover, and understand. <input type="checkbox"/> I can make choices that will help me create my intended impact on an audience or situation. <input type="checkbox"/> I can place my work and that of others in a broader context. <input type="checkbox"/> I can connect the results of my inquires and analyses to action.

CREATIVE THINKING

Profile	Description
1	<input type="checkbox"/> I get great ideas when I play. <input type="checkbox"/> I get ideas when I use my senses to explore. <input type="checkbox"/> My play ideas are fun for me and make me happy. <input type="checkbox"/> I make my ideas work or I change what I am doing.
2	<input type="checkbox"/> I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. <input type="checkbox"/> I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. <input type="checkbox"/> My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. <input type="checkbox"/> I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.
3	<input type="checkbox"/> I can get new ideas in areas in which I have an interest and build my skills to make them work. <input type="checkbox"/> I generate new ideas as I pursue my interests. <input type="checkbox"/> I deliberately learn a lot about something (e.g., by doing research, talking to others, or practicing), so that I am able to generate new ideas about it or the ideas just pop into my head. <input type="checkbox"/> I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
4	<input type="checkbox"/> I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. <input type="checkbox"/> I get ideas that are new to my peers. <input type="checkbox"/> My creative ideas are often a form of self-expression for me. <input type="checkbox"/> I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. <input type="checkbox"/> I use my experiences with various steps and attempts to direct my future work.
5	<input type="checkbox"/> I can develop a body of creative work over time in an area of interest or passion. <input type="checkbox"/> I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. <input type="checkbox"/> I have interests and passions that I pursue over time. <input type="checkbox"/> I am willing to take significant risks in my thinking. <input type="checkbox"/> I can persevere over years if necessary to develop my ideas. <input type="checkbox"/> I expect ambiguity, failure and setbacks, and use them to advance my thinking.

PERSONAL AWARENESS AND RESPONSIBILITY

Profile	Description
1	<input type="checkbox"/> With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. <input type="checkbox"/> I can sometimes recognize emotions. <input type="checkbox"/> I can participate in activities that support my well-being.
2	<input type="checkbox"/> In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. <input type="checkbox"/> I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. <input type="checkbox"/> I can connect my actions with both positive and negative consequences. <input type="checkbox"/> I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. <input type="checkbox"/> I can express my wants and needs and celebrate my efforts and accomplishments.
3	<input type="checkbox"/> I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. <input type="checkbox"/> I can be focused and determined. <input type="checkbox"/> I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. <input type="checkbox"/> I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. <input type="checkbox"/> I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. <input type="checkbox"/> I advocate for myself and my ideas; I accept myself.
4	<input type="checkbox"/> I can recognize my value and advocate for my rights. <input type="checkbox"/> I take responsibility for my learning, seeking help as I need it. <input type="checkbox"/> I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. <input type="checkbox"/> I know how to find the social support I need. <input type="checkbox"/> I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	<input type="checkbox"/> I can identify my strengths and limits, find internal motivation, an act on opportunities for self-growth. <input type="checkbox"/> I take responsibility for making ethical decisions. <input type="checkbox"/> I can take ownership of my goals, learning and behaviour; I act on what is best, over time, in terms of my goals and aspirations. <input type="checkbox"/> I recognize the implications of my choices and consult with others who may be affected by my decisions. <input type="checkbox"/> I sustain a healthy and balanced lifestyle. <input type="checkbox"/> I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. <input type="checkbox"/> I can advocate for myself in stressful situations. <input type="checkbox"/> I take the initiative to inform myself about controversial issues and take ethical positions.

CORE COMPETENCIES

POSITIVE PERSONAL & CULTURAL IDENTITY

Profile	Description
1	<input type="checkbox"/> I am aware of myself as different from others. <input type="checkbox"/> I know my name, with some help, I can identify some of my attributes.
2	<input type="checkbox"/> I am aware of different aspects of myself. <input type="checkbox"/> I can identify people, places, and things that are important to me. <input type="checkbox"/> I can identify some of my individual characteristics. <input type="checkbox"/> I can describe my family, home, and/or community (people and/or places). <input type="checkbox"/> I can explain what I like and dislike. <input type="checkbox"/> I am able to explain what interests me.
3	<input type="checkbox"/> I can describe different aspects of my identity. <input type="checkbox"/> I have pride in who I am. <input type="checkbox"/> I am able to identify different groups that I belong to. <input type="checkbox"/> I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. <input type="checkbox"/> I can describe what is important to me. <input type="checkbox"/> I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.
4	<input type="checkbox"/> I understand that my identity is influenced by many aspects of my life. <input type="checkbox"/> I am aware that my values shape my choices, and contribute to making me a unique individual. <input type="checkbox"/> I understand that my identity is made up of many interconnected aspects of my life such as experiences, family, history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). <input type="checkbox"/> I understand that what I value influences the choices I make and how I present myself in various contexts. <input type="checkbox"/> I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).
5	<input type="checkbox"/> I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity. <input type="checkbox"/> I understand that my learning is continuous and my concept of self and identity will continue to evolve. <input type="checkbox"/> I can describe how aspects of my life experiences, family, history, background, and where I live (or have lived) have influenced my values and choices. <input type="checkbox"/> I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. <input type="checkbox"/> I can identify how my challenges can be opportunities for growth. <input type="checkbox"/> I can identify my potential as a leader in the communities I belong to.

SOCIAL RESPONSIBILITY

Profile	Description
1	<input type="checkbox"/> I am aware that other people can be different than I am. <input type="checkbox"/> I can interact with my friends. <input type="checkbox"/> With some support, I can be part of a group.
2	<input type="checkbox"/> In familiar and structured settings, I can interact with others and the environment respectfully. <input type="checkbox"/> I can participate in classroom and group activities to improve the classroom, school, community, or natural world. <input type="checkbox"/> I can share my feelings and listen to other's views. <input type="checkbox"/> I can solve some problems myself and can identify when to ask for help. <input type="checkbox"/> With some direction I can demonstrate respectful and inclusive behaviour, including online. <input type="checkbox"/> I can identify when something is unfair to me or others. <input type="checkbox"/> I can identify when others need help. <input type="checkbox"/> I am kind to others, can work or play co-operatively, and build relationships with people of my choosing.
3	<input type="checkbox"/> I can interact with others and the environment respectfully and thoughtfully. <input type="checkbox"/> I contribute to group activities that make my classroom, school, community, or natural world a better place. <input type="checkbox"/> I can identify small things I can do that could make a difference. <input type="checkbox"/> I can consider others' views and express a different opinion in a peaceful way. <input type="checkbox"/> I can identify problems and compare potential problem-solving strategies. <input type="checkbox"/> I can demonstrate respectful and inclusive behaviour, including online. <input type="checkbox"/> I can explain why something is unfair. <input type="checkbox"/> I can identify when others need support and provide it. <input type="checkbox"/> I can build and sustain relationships. <input type="checkbox"/> I show care for elders.
4	<input type="checkbox"/> I can take purposeful action to support others and the environment. <input type="checkbox"/> I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. <input type="checkbox"/> I can identify different perspectives on an issue. <input type="checkbox"/> I can clarify problems, consider alternatives, and evaluate strategies. <input type="checkbox"/> I respect differences, and demonstrate respectful and inclusive behavior, including online. <input type="checkbox"/> I can advocate for others. <input type="checkbox"/> I am aware of how others may feel and take steps to help them feel included. <input type="checkbox"/> I maintain relationships with people from different generations.
5	<input type="checkbox"/> I can initiate positive, sustainable change for others and the environment. <input type="checkbox"/> I can analyze complex social or environmental issues from multiple perspectives. <input type="checkbox"/> I can take thoughtful actions to influence positive, sustainable change. <input type="checkbox"/> I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. <input type="checkbox"/> I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. <input type="checkbox"/> I build and sustain positive relationships with diverse people, including people from different generations. <input type="checkbox"/> I show empathy for others and adjust my behavior to accommodate their needs.

COMMUNICATION

Profile	Description
1	<input type="checkbox"/> In a safe and supported environment, I respond meaningfully to communication from peers and adults. <input type="checkbox"/> With support, I can be part of a group.
2	<input type="checkbox"/> In familiar situations, with direct support, I communicate with peers and adults. <input type="checkbox"/> I understand and share basic information about topics that are important to me. <input type="checkbox"/> I talk and listen to people I know. <input type="checkbox"/> I plan and complete activities with peers and adults. <input type="checkbox"/> I can answer simple direct questions about my activities and experiences.
3	<input type="checkbox"/> In familiar situations, with some support or guidance, I communicate with peers and adults. <input type="checkbox"/> I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn/share). <input type="checkbox"/> I listen and respond to others. <input type="checkbox"/> I can work with others to achieve a short-term, concrete goal; I do my share. <input type="checkbox"/> I can recount simple experiences and activities, and tell something I learned.
4	<input type="checkbox"/> I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. <input type="checkbox"/> I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. <input type="checkbox"/> I am becoming an active listener; I ask questions and make connections. <input type="checkbox"/> When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles and responsibilities. <input type="checkbox"/> I recount and comment on events and experiences.
5	<input type="checkbox"/> I communicate clearly, in an organized way, using a variety of forms appropriately. <input type="checkbox"/> I acquire the information I need for school tasks and for my own interests, and present it clearly. <input type="checkbox"/> In discussions and collaborative activities, I am an engaged listener - I ask clarifying and extending questions. <input type="checkbox"/> I share my ideas and try to connect them with others' ideas. <input type="checkbox"/> I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. <input type="checkbox"/> I am able to represent my learning, and connect it to my experiences and efforts. <input type="checkbox"/> I give and receive constructive feedback.
6	<input type="checkbox"/> I communicate confidently in organized forms that show attention to my audience and purpose. <input type="checkbox"/> I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. <input type="checkbox"/> I contribute positively to discussions and collaborations, and help to organize and monitor the work. <input type="checkbox"/> I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. <input type="checkbox"/> I offer detailed descriptions of my own efforts and experiences. <input type="checkbox"/> I give, receive, and act on constructive feedback.
7	<input type="checkbox"/> I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. <input type="checkbox"/> I acquire, critically analyze, and integrate well-chosen information from a range of sources. <input type="checkbox"/> I show understanding and control of the forms and technologies I use. <input type="checkbox"/> In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. <input type="checkbox"/> I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. <input type="checkbox"/> I am able to represent my learning and my goals, and connect these to my previous experiences. <input type="checkbox"/> I accept constructive feedback and use it to move forward.
8	<input type="checkbox"/> I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. <input type="checkbox"/> I access and make strategic choices from complex and specialized information sources. <input type="checkbox"/> I show expertise in the forms and technologies I use. <input type="checkbox"/> I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. <input type="checkbox"/> I seek consensus, and focus on collective results. <input type="checkbox"/> I can articulate a keen awareness of my strengths, my aspirations and myself. <input type="checkbox"/> I offer detailed analysis, using specific terminology, of my progress, work and goals.