| By | Communication | | Thinking | | Personal and Social | | |
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|  | Communicating | Collaborating | Creative Thinking | Critical & Reflective Thinking | Personal Awareness and Responsibility | Positive Personal and Cultural Identity | Social Awareness and Responsibility |
| Profile 1 | In a safe and supported  environment, I respond  meaningfully to communication  from peers and adults. | In familiar situations, I can participate  with others. | I get idea when I play  I get ideas when I use my senses to  explore.  My play ideas are fun for me and make  me happy.  I make my ideas work or change what I  am doing. | I can explore using materials and  actions.  I can explore and communicate  whether I like something or not. | I can show a sense of accomplishment  and joy.  I can express some wants needs and  preferences.  I can sometimes recognize my  emotions. | I am ware of myself as different from others.  I know my name.  I am aware of some of my family  and/or caregiver relationships. | I can be aware of others and my surroundings  I like to be with my family and  friends.  I can help and be kind  I can tell when someone is angry  and try to make them feel  better.  I am aware that other people  can be different from me. |
| Profile 2 | In Familiar setting, I communicate with peers and adults.  I can talk and listen to people I  know.  I can communicate for a purpose.  I can understand and share basic  information about topics that are  important to me and answer simple  direct questions about my activities  and experiences | In familiar situations, I can cooperate with others for specific purposes.  I contribute during group activities.  Cooperate with others.  Listen respectfully to their ideas.  I can work with others for a specific  purpose | 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.  I can get new ideas to create new things  or solve straight forward problems.  My ideas are fun entertaining or useful  to me and my peers and I have a sense  of accomplishment.  I can use my imagination to get new  ideas of my own, or build on other’s  ideas, or combine other people’s ideas  in new ways.  I can usually make my ideas work  withing the constraints of a given form,  problem, or materials if I keep playing  with them. | I can use evidence to make simple judgements.  I can ask questions make  prediction and use my senses to  gather information.  I can explore with a purpose in  mind and use what I learn.  I can tell or show others  something about my thinking.  I can contribute to and use simple  criteria.  I can find some evidence and  make judgements  I can reflect on my work and  experiences and tell other about  something I learned. | I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my wellbeing.  I can seek out experiences that make  me feel happy and proud.  I can express my wants and needs and  celebrate my efforts and  accomplishments.  I have some strategies that help me  recognize and manage my feelings and  emotions.  I recognize and can explain my role in  learning activities and explorations.  I can give evidence of my learning.  I can describe how some specific  choices can affect my wellbeing and  participate in activities that support  my wellbeing. | I am aware of different aspects of myself. I can Identify people, places and things that are important to me.  With some help I can identify  some of my attributes.  I can identify objects or  images that represent things  that are important to me and  explain what I like and  dislike.  I can describe my family,  home and/or community  (People and/or place) | In familiar setting, I can interact with others and my surroundings respectfully.  I can build relationships and  work and play cooperatively  I can participate in activities to  care for and improve my social  and physical surroundings.  I use materials respectfully.  I can solve problems myself and  ask for help when I need it.  I listen to others’ ideas and  concerns  I can be part of a group and  invite others to join.  I can identify when something is  unfair to me or others. |
| Profile 3 | I communicate purposefully, using forms and strategies I have practiced.  I participate in conversations for a  variety of purposes (to connect,  help, be friendly, learn and share).  I listen and respond to others.  I can consider my purpose when I  am choosing a form and content.  I can communicate clearly about  topics I know and understand well,  using forms and strategies I have  practiced.  I gather the basic information I need  and present it. | I contribute during group activities with peers and share roles and responsibilities to achieve goals.  I take on different roles and tasks in the  group and work respectfully and safely in  our shared environment.  I express my ideas and help others feel  comfortable to share theirs so that all  voices are included.  I work with others to achieve a common  goal and can evaluate our group  processes and results. | I can get new ideas in areas in which I have an interest and build my skills to make them work.  I generate new ideas as I pursue my  interests.  I deliberately learn a lot about  something by doing research, talking to  others, or practicing so that I can  generate new idea about it, the ideas  often seem to pop into my head.  I build the skills I need to make my  ideas work and usually succeed, even if  it takes a few tries. | I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.  I can ask open ended questions,  explore, and gather information.  I experiment purposefully to  develop options.  I can contribute to and use  criteria.  I use observations, experience,  and imagination to draw  conclusions, make judgments,  and ask new questions.  I can establish goals individually  and with others.  I can connect my learning with  my experiences, efforts, and  goals.  I can give and receive  constructive feedback. | **I can make choices that help me meet my wants and needs and increase my feelings of well-being.**  **I take responsibility for my actions.**  I can take action toward meeting my  own wants and needs and finding joy  and satisfaction, and work toward a  goal or solving a problem.  I can use strategies that increase my  feeling of well-being and help me  manage my feelings and emotions.  I can connect my actions with both  positive and negative consequences  and try to make adjustments; I accept  feedback.  I make decisions about my activities  and take some responsibility for my  physical and emotional well-being. | I can describe different aspects of my identity.  I can identify my individual  characteristics and explain what  interests me.  I can describe different groups  that I belong to. | I can interact with others and the environment respectfully and thoughtfully.  I can build and sustain  relationships and share my  feelings.  I contribute to group activities  that make my classroom, school,  community, or natural world a  better place.  I can identify different  perspectives on an issue, clarify  problems, consider alternatives,  and evaluate strategies.  I can demonstrate respectful  and inclusive behavior with  people I know.  I can explain why something is  fair or unfair. |

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| Profile 4 | **I communicate clearly and purposefully, using a variety of forms appropriately.**  I share my ideas and try to connect  them with others’ ideas.  I am an active listener – I make  connections and ask clarifying and  extending questions when  appropriate.  I can plan ways to make my  message clear and engaging for my  audience and create  communications that focus on a  variety of purposes and audiences.  I acquire the information I need for  specific tasks and for my own  interests and present it clearly. | **I can confidently interact and build relationships with other group members to further shared goals.**  I can identify and apply roles and  strategies to facilitate groupwork.  I draw on past experiences to negotiate  and develop group processes.  I am an active listener and speaker.  I share my ideas and try to connect them  with others’ ideas, I ask clarifying  questions and check for understanding  when appropriate, and I test my ideas  with others and consider their input.  I help resolve conflicts and challenges as  they arise. I recognize how my  contributions and those of others  complement each other.  I can plan with others and adjust our  plan according to the group’s purpose. | **I can get new ideas or reinterpret others’ ideas in novel ways.**  I get ideas that are new to my peers.  My creative ideas are often a form of  self-expression for me.  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.  I use my experiences with various steps  and attempts to direct my future work. | **I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.**  I can use what I know and  observe to identify problems and  ask questions.  I explore and engage with  materials and sources.  I can develop or adapt criteria,  check information, assess my  thinking, and develop reasoned  conclusions, judgments, or plans.  I consider more than one way to  proceed and make choices based  on my reasoning and what I am  trying to do.  I can assess my own efforts and  experiences and identify new  goals.  I give, receive, and act on  constructive feedback. | **I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.**  I advocate for myself and my ideas; I  accept myself.  I am willing to engage with ideas or  information that is challenging for me.  I can be focused and determined.  I can set realistic goals, use strategies  to accomplish them and persevere  with challenging tasks.  I can tell when I am becoming angry,  upset, or frustrated, and I have  strategies to calm myself.  I can make choices that benefit my  well-being and keep me safe in the  communities I belong to. | **I have pride in who I am. I understand that I am a part of larger communities.**  I can describe and demonstrate  pride in my positive qualities,  characteristics, and/or skills.  I can explain why I make specific  choices.  I am able to represent aspects  of my cultural contexts (such as  family, communities, school,  peer groups) through words  and/or images, and describe  some ways that I participate in,  or am connected to, a  community. | **I can take purposeful action to support others and the environment.**  I can build relationships and be  a thoughtful and supportive  friend.  I can identify ways my actions  and the actions of others affect  my community and the natural  environment.  I look for ways to make my  classroom, school, community,  or natural world a better place  and identify small things I can do  that could make a difference.  I demonstrate respectful and  inclusive behaviour in a variety  of settings, and I recognize that  everyone has something to  offer. |
| Profile 5 | **I communicate confidently, using forms and strategies that show attention to my audience and purpose.**  In discussions and conversations, I  am focused and help to build and  extend understanding.  I am an engaged listener; I ask  thought-provoking questions when  appropriate and integrate new  information.  I can create a wide range of  effective communications that  feature powerful images and words,  and I identify ways to change my  communications to make them  effective for different audiences.  I use my understanding of the role  and impact of story to engage my  audiences in making meaning.  I acquire information about  complex and specialized topics from  various sources, synthesize it, and  present it with thoughtful analysis. | **I can facilitate group processes and encourage collective responsibility for our progress.**  I play a role in collectively monitoring the  progress of the group and adjust my  contributions as needed.  I recognize the interdependence of our  roles and draw on these to move us  forward.  I ask thought-provoking questions,  integrate new information and various  perspectives from others and think  critically about whose voices are missing.  I can disagree respectfully, and I  anticipate potential conflicts and help  manage them when they arise.  I give, receive, and act on constructive  feedback in support of our goals, and I  can evaluate and revise plans with other  group members. | **I can think “outside the box” to get innovative ideas and persevere to develop them.**  I can get new ideas that are innovative,  may not have been seen before and  have an impact on my peers or in my  community.  I have interests and passions that I  pursue over time.  I look for new perspectives, new  problems, or new approaches.  I am willing to take significant risks in  my thinking in order to generate lots of  ideas.  I am willing to accept ambiguity,  setbacks, and failure, and I use them to  advance the development of my ideas. | **I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.**  I can ask questions and offer  judgments, conclusions, and  interpretations supported by  evidence I or others have  gathered.  I am flexible and open-minded; I  can explain more than one  perspective and consider  implications.  I can gather, select, evaluate, and  synthesize information.  I consider alternative approaches  and make strategic choices.  I take risks and recognize that I  may not be immediately  successful.  I examine my thinking, seek  feedback, reassess my work, and  adjust.  I represent my learning and my  goals and connect these with my  previous experiences.  I accept constructive feedback  and use it to move forward. | **I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.**  I have valuable ideas to share.  I am willing to explore controversial  issues, and I can imagine and work  toward change in myself and in the  world.  I can set priorities; implement,  monitor, and adjust a plan; and assess  the results.  I take responsibility for my learning,  seeking help as I need it.  I use strategies for working toward a  healthy and balanced lifestyle, for  dealing with emotional challenges,  and for finding peace in stressful  times.  I know how to find the social support  I need. | **I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.**  I understand that my  characteristics, qualities,  strengths, and challenges make  me unique and are important  part of the communities I belong  to (including people and places).  I understand that what I value  influences the choices I make  and how I present myself in  various contexts (including  online).  I can explain how I am able to  use my strengths to contribute  in my home and/or  communities. | **I can advocate and take action for my communities and the natural world. I expect to make a difference.**  I am aware of how others may  feel and take steps to help them  feel included.  I maintain relationships with  people from different  generations.  I work to make positive change  in the communities I belong to  and the natural environment.  I can clarify problems or issues,  generate multiple strategies,  weigh consequences,  compromise to meet the needs  of others and evaluate actions.  I value differences; I appreciate  that each person has unique  gifts. I use respectful and  inclusive language and  behaviour, including in social  media.  I can advocate for others. |

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| Profile 6 | **I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.**  I contribute purposefully to  discussions and conversations.  I synthesize, deepen, and  transform my own and others’  thinking.  I can weave multiple messages  into my communications; I  understand that my audience  will use their own knowledge  and experiences in making  meaning.  I show understanding and  control of the forms and  technologies I use; I can assess  audience response and draw on  a repertoire of strategies to  increase my intended impact.  I can acquire, critically analyze,  and integrate well-chosen  information from a range of  sources. | **I can connect my group with other groups and broader networks for various purposes.**  I can step outside of my comfort  zone to develop working  relationships with unfamiliar groups.  I develop and coordinate networking  partnerships beyond and in service  of the group.  I demonstrate my commitment to  the group’s purpose by taking on  different roles as needed.  I acknowledge different perspectives  and seek out and create space for  missing or marginalized voices.  I summarize key themes to identify  commonalities and focus on  deepening or transforming our  collective thinking and actions.  I recognize when wisdom and  strategies from others are needed  and access these to address complex  goals.  I help create connections with other  groups or networks to further our  common goals and our impact. | **I can develop a body of creative work over time in an area of interest or passion.**  I can get ideas that are  groundbreaking or disruptive and  can develop them to form a body of  work over time that has an impact  in my community or beyond.  I challenge assumptions as a matter  of course, and have deliberate  strategies (e.g., free writing or  sketching, meditation, thinking in  metaphors and analogies) for  getting new ideas intuitively.  I have a strong commitment to a  personal aesthetic and values, and  the inner motivation to persevere  over years, if necessary, to develop  my ideas. | **I can examine evidence from various perspectives to analyze and make well-supported judgments about and interpretations of complex issues.**  I can determine my own  framework and criteria for  tasks that involve critical  thinking.  I can compile evidence and  draw reasoned conclusions.  I consider perspectives that  do not fit with my  understandings.  I am open-minded and  patient, taking the time to  explore, discover, and  understand.  I make choices that will help  me create my intended  impact on an audience or  situation.  I can place my work and that  of others in a broader context.  I can connect the results of  my inquiries and analyses  with action.  I can articulate a keen  awareness of my strengths,  my aspirations and how my  experiences and contexts  affect my frameworks and  criteria.  I can offer detailed analysis,  using specific terminology, of  my progress, work, and goals. | **I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.**  I am aware of my personal journey  and reflect on my experiences as a  way of enhancing my well-being  and dealing with challenges.  I can advocate for myself in  stressful situations.  I can take the initiative to inform  myself about controversial issues  and take ethical positions.  I take ownership of my goals,  learning, and behaviour.  I act on what is best, over time, in  terms of my goals and aspirations.  I recognize the implications of my  choices and consult with others  who may be affected by my  decisions.  I can identify my potential as a  leader in the communities I belong  to.  I sustain a healthy and balanced  lifestyle. | **I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.**  I can identify ways in which  my strengths can help me  meet challenges, and how  my challenges can be  opportunities for growth.  I understand that I will  continue to develop new  skills, abilities, and strengths.  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.  I understand that my  learning is continuous, my  concept of self and identity  will continue to evolve, and  my life experiences may  lead me to identify with new  communities of people  and/or place. | **I can initiate positive, sustainable change for others and the environment.**  I build and sustain positive  relationships with diverse  people, including people  from different generations.  I show empathy for others  and adjust my behaviour to  accommodate their needs.  I advocate and take  thoughtful actions to  influence positive,  sustainable change in my  communities and in the  natural world.  I can analyze complex social  or environmental issues from  multiple perspectives and  understand how I am  situated in types of privilege.  I act to support diversity and  defend human rights and can  identify how diversity is  beneficial for the  communities I belong to. |