**Student Self-Assessment of the Core Competencies**

These profiles contain descriptions of student progress at different stages. The profiles include the facets and they are interrelated and embedded within the profile descriptions, which are written from a student’s point of view, reflecting student ownership and responsibility for demonstrating the competencies. The profiles describe how students move from novice to more complex, sophisticated, and independent stages of development.

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|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **Communication** | With support I can be part of a group. | In familiar situations, with direct support, I communicate with peers and adults. | In familiar situations, with some support or guidance, I communicate with peers and adults. | I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. | I communicate clearly, in an organized way, using a variety of forms appropriately. | I communicate confidently in organized forms that show attention to my audience and purpose. | I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. | 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. |
| **Creative Thinking** | I get ideas when I play. | 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 in areas in which I have an interest and build my skills to make them work | I can get new ideas or reinterpret others’ ideas in ways that have an impact on my peers. | I can develop a body of creative work over time in an area of interest or passion |  |  |  |
| **Critical Thinking** | I can explore. | I can use evidence to make simple judgments | I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. | I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans | 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 examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. |  |  |
| **Positive Personal and Cultural Identity** | I am aware of myself as different from others. | I am aware of different aspects of myself. I can identify people, places, and things that are important to me | I can describe different aspects of my identity. I have pride in who I am | 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 can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity |  |  |  |
| **Personal Awareness and Responsibility** | With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. | In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. | I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. | I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements | I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. |  |  |  |
| **Social Responsibility** | I am aware that other people can be different than I am. | In familiar and structured settings, I can interact with others and the environment respectfully. | I can interact with others and the environment respectfully and thoughtfully. | I can take purposeful action to support others and the environment. | I can initiate positive, sustainable change for others and the environment |  |  |  |

**Student Self-Reflection**

As a **Communicator,** I am at a \_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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As a **Creative Thinker,** I am at a \_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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As a **Critical Thinker,** I am at a \_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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As a person with **Positive Personal and Cultural Identity,** I am at a \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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As a **Personally Aware and Responsible** person, I am at a \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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As a **Socially Responsible** person, I am at a \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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