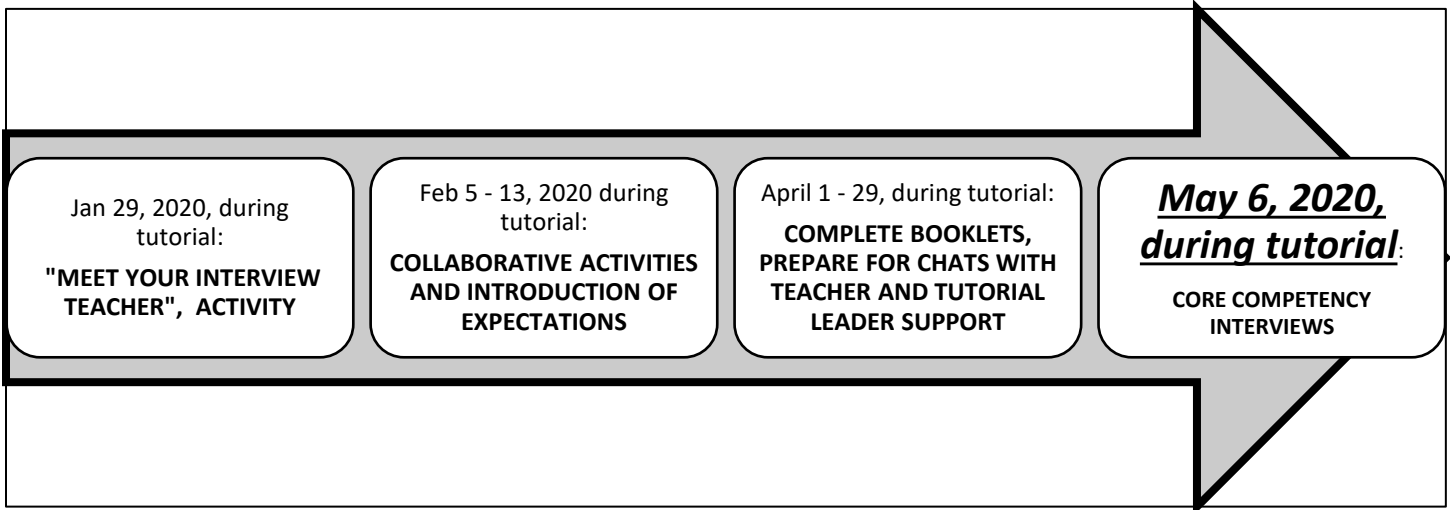


## Grade 9 CORE COMPETENCY TIMELINE:



### FOR THE INTERVIEW on May 6, 2020:

- Find out your teacher and location ahead of time.
- Fill out your booklet and bring it
- You can bring some evidence if you like (i.e. a work schedule, photo, craft, assignment...)
- Be prepared to lead the discussion, have something to say!

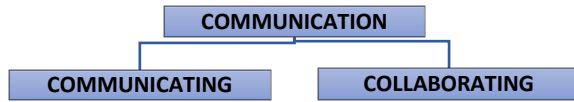
### EVALUATION RUBRIC

Please, read through this to find out what your interview teachers are looking for in your interview:

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
<b>GR 9 INTERVIEW EXPECTATIONS</b>	<p>Student demonstrates a basic understanding of the core competencies, and needs guidance to reflect on their development. With help, student is able to relate the core competencies to life situations.</p> <p>Little evidence of thoughtful and reflective preparation.</p>	<p>Student demonstrates a partial understanding of the core competencies and, with prompts, can reflect on their development. Student is able to give examples.</p> <p>Some evidence of thoughtful and reflective preparation.</p>	<p>Student demonstrates a complete understanding of each core competency, and uses effective language to reflect on their development.</p> <p>Student can relate two or more competencies to each other.</p> <p>Clear evidence of thoughtful and reflective preparation.</p>	<p>Student demonstrates a sophisticated understanding of each core competencies and some sub competencies, and uses effective language to reflect on their development.</p> <p>Student can make deep connections between competencies and related life situations.</p> <p>Interview and booklet show clear evidence of thoughtful and reflective preparation.</p>



# Communication: Core Competency Self-Assessment



Please fill out the organizer below and use the Sets of Profiles for 'Communicating' and 'Collaborating' on the next pages to help determine the profile for each, 'Communicating' and 'Collaborating', that best fits for you. Shade in your progress under the 'Communicating' and 'Collaborating' columns on the right.

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Communi- cating	Collabo- rating
6	6
5	5
4	4
3	3
2	2
1	1

# Communicating

PROFILE SIX	<b>I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.</b> 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.
PROFILE FIVE	<b>I communicate confidently, using forms and strategies that show attention to my audience and purpose.</b> 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.
PROFILE FOUR	<b>I communicate clearly and purposefully, using a variety of forms appropriately.</b> 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.
PROFILE THREE	<b>I communicate purposefully, using forms and strategies I have practiced.</b> I participate in conversations for a variety of purposes (e.g., 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.
PROFILE TWO	<b>In familiar settings, I communicate with peers and adults.</b> I 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.
PROFILE ONE	<b>In a safe and supported environment, I respond meaningfully to communication from peers and adults.</b>

# Collaborating

PROFILE SIX	<p><b>I can connect my group with other groups and broader networks for various purposes.</b> 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.</p>
PROFILE FIVE	<p><b>I can facilitate group processes and encourage collective responsibility for our progress.</b> 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.</p>
PROFILE FOUR	<p><b>I can confidently interact and build relationships with other group members to further shared goals.</b> 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.</p>
PROFILE THREE	<p><b>I contribute during group activities with peers and share roles and responsibilities to achieve goals.</b> I take on different roles and tasks in the group and work respectfully and safely in our shared space. 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.</p>
PROFILE TWO	<p><b>In familiar situations, I cooperate with others for specific purposes.</b> I contribute during group activities, cooperate with others, and listen respectfully to their ideas. I can work with others for a specific purpose.</p>
PROFILE ONE	<p><b>In familiar situations, I can participate with others.</b></p>



# Personal & Social Responsibility: Core Competency Self-Assessment

Please fill out the organizer below and use the Set of Profiles for Personal and Social Responsibility on the next few pages to help determine the progress level that best represents you at that moment. Then, shade in your profile up to the level you are at in the columns to the right.


Personal Awareness and Responsibility	Positive Personal and Cultural Identity	Social Awareness and Responsibility
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1

## Personal Awareness & Responsibility

PROFILE SIX	<p><b>I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.</b> 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.</p>
PROFILE FIVE	<p><b>I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.</b> 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.</p>
PROFILE FOUR	<p><b>I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.</b> 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.</p>
PROFILE THREE	<p><b>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.</b> 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.</p>
PROFILE TWO	<p><b>I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.</b> 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, and I can give some evidence of my learning. I can describe how some specific choices can affect my well-being and participate in activities that support my well-being.</p>
PROFILE ONE	<p><b>I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.</b></p>

## Positive Personal and Cultural Identity

PROFILE SIX	<p><b>I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.</b> 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.</p>
PROFILE FIVE	<p><b>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.</b> 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). 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.</p>
PROFILE FOUR	<p><b>I have pride in who I am. I understand that I am a part of larger communities.</b> 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.</p>
PROFILE THREE	<p><b>I can describe different aspects of my identity.</b> I can identify my individual characteristics and explain what interests me. I can describe different groups that I belong to.</p>
PROFILE TWO	<p><b>I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</b> 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).</p>
PROFILE ONE	<p><b>I am aware of myself as different from others.</b> I know my name. I am aware of some of my family and/or caregiver relationships.</p>

# Social Awareness and Responsibility

PROFILE  
SIX

**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.

PROFILE  
FIVE

**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.

PROFILE  
FOUR

**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  
THREE

**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 behaviour with people I know. I can explain why something is fair or unfair.

PROFILE  
TWO

**In familiar settings, 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 some 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 to others.

PROFILE  
ONE

**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 sad or angry and try to make them feel better. I am aware that other people can be different from me.



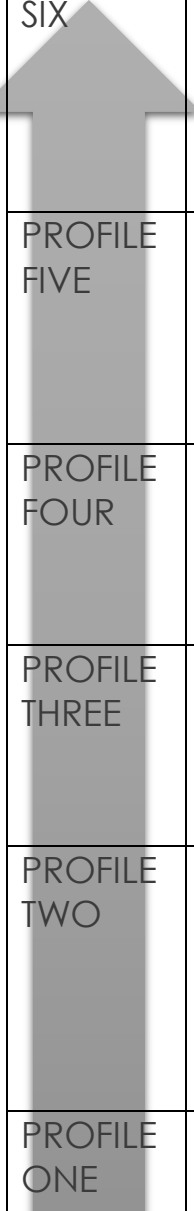


## Thinking: Core Competency Self-Assessment

Please fill out the organizer below and use the Set of Profiles for Critical/Reflective & Creative Thinking on the next page to help determine the Profiles that best fit for you. Shade your profile level under the Critical/Reflective & Creative Thinking columns to the right.


Creative Thinking	Critical and Reflective Thinking
6	6
5	5
4	4
3	3
2	2
1	1

# Creative Thinking

PROFILE SIX 	<p><b>I can develop a body of creative work over time in an area of interest or passion.</b> 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.</p>
PROFILE FIVE	<p><b>I can think “outside the box” to get innovative ideas and persevere to develop them.</b> 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.</p>
PROFILE FOUR	<p><b>I can get new ideas or reinterpret others’ ideas in novel ways.</b> 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.</p>
PROFILE THREE	<p><b>I can get new ideas in areas in which I have an interest and build my skills to make them work.</b> 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 ideas about it; the ideas often seem to just pop into my head. I build the skills I need to make my ideas work, and I usually succeed, even if it takes a few tries.</p>
PROFILE TWO	<p><b>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.</b> I can get new ideas to create new things or solve straightforward 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 within the constraints of a given form, problem, or materials if I keep playing with them.</p>
PROFILE ONE	<p><b>I get ideas when I play.</b> 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 I change what I am doing.</p>

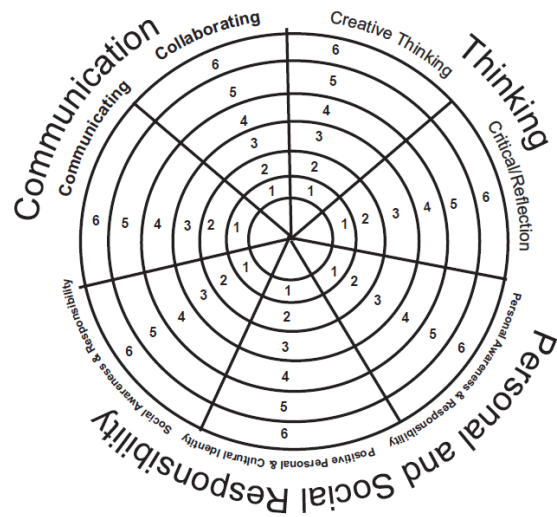
# Critical and Reflective Thinking

PROFILE SIX	<p><b>I can examine evidence from various perspectives to analyze and make well-supported judgments about and interpretations of complex issues.</b> 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.</p>
PROFILE FIVE	<p><b>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.</b> 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.</p>
PROFILE FOUR	<p><b>I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.</b> 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.</p>
PROFILE THREE	<p><b>I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.</b> 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 observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing. I can establish goals individually and with others. I can connect my learning with my experiences, efforts, and goals. I give and receive constructive feedback.</p>
PROFILE TWO	<p><b>I can use evidence to make simple judgments.</b> I can ask questions, make predictions, 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 judgments. I can reflect on my work and experiences and tell others about something I learned.</p>
PROFILE ONE	<p><b>I can explore.</b> I can explore materials and actions. I can show whether I like something or not.</p>

# My Core Competency Snapshot – grade 9s

## SUMMARIZE YOUR PROGRESS

Please shade in the area that relates to your profile in each Core Competency. If you are able to add a level at a later time, do so in a different colour so that we see progress. This will help you notice your strengths and areas of growth. Make sure to have some examples to explain your progress with.



## CONNECTING CORE COMPETENCIES

The Core Competencies are interrelated and interdependent. Usually, they work together to provide a set of skills a person needs to complete tasks, for example school projects, sports, jobs, or just family life.

To show your understanding of how all three core competencies might work together in your life, think of one challenging task in or outside school in which you utilize all the competencies and describe the task in the center of the following graph. In the venn sections, specify which core competency and describe why this particular core competency is relevant for the situation you are describing. Make sure you can speak to this in your interview.

