

**Aspect: PLAY and community with peers**

Performance Indicators:	Emerging		Developing		Acquired		Accomplished
Talk to self	unidentifiable noises, humming, singing		uses some to self encourage (labels, verbs, sound effects)		Descriptive talk to match actions commentary - literal		Ongoing descriptive talk predicting and explaining, some logical sequences and reasoning imaginative dialogue
Aware of others	maintains position in the same area, does not attempt to move away doesn't seem to notice or acknowledge others	Watches, observes, parallel play	Imitates speech, gestures, and play actions		attempts to place objects within others' positioning, makes gestures of invitation		Makes overtures with gestures and words and tries to initiate others in play interacts
Aware of others' listening	makes no obvious attempt to communicate, but does not leave area and continues to make noises no obvious acknowledgement of others		watches to see if there is a reaction to overtures		Aware of social conventions but actions don't match actions (says 'scuse me but pushes friend)		changes behaviour depending on audience thoughtful, respectful interactions
Interacts with others	offers objects, makes physical space for others to join in doesn't know how to initiate interactions, may make inappropriate physical actions or use inappropriate oral language		egocentric doesn't use names interactions centered on self		Offers comments, directs objects to other child, concrete language focused on object (could be seen as physical movements only for communications with others) Eye contact some attempt at including others in conversation or in play. May be some inappropriate cues but purpose is to engage in social interaction uses names		Invites others to participate, is aware if someone wants to be involved and actively includes them, makes all participants feel cared for; demonstrates respect, equality and empathy interacts with others purposefully, shows an interest in listening, attempts to overtures, offers objects with words, using words to establish communication; demonstrates trust and equality acknowledges others in the community
Initiates conversations	may make sounds, noises, gestures that invite others to interact (i.e. if using animals, animal sounds, truck sounds, etc.)		conversations is centered on self telling others not listening		Self initiation of peer interaction and responding to peer initiations, turn taking, allows others to speak, wait for pauses, does not interrupt		Conversation belongs equally to all participants empathetic, empowers others
Willingly engages in conversations with others	Nods, non verbal interaction in conversation, or if contributing frequently not on topic		short answers terse inquiries self-needs driven		responds when spoken to conversation is focused on physical needs rather than social needs confident that their contributions are worthy of discussion		Conversation is initiated or responded to with purpose of social interactions; asks questions, makes comments to further understanding acknowledges others developing sense of equality and fairness developing habits of inquiry and thought
Turn Taking	pre-emptive behavior; finds it hard to control excessive talking or reluctant to talk at all cared for by others				waits for their turn to share asks questions and make comments that show interest, respect, and caring stays focused upon the sharer acknowledges others		waits and encourages others to take turns before them, caring communicators, responsible to others practicing habits of inquiry and thought

**Aspect: Identification with Community**

<b>Performance Indicators</b>	<b>Emerging</b>		<b>Developing</b>		<b>Acquired</b>		<b>Accomplished</b>
Identify ourselves as Individuals (sense of belonging)	understands when someone uses our name they want to speak to us Name represents self as an individual (cultural awareness may be needed)	does not recognize that individual contribution is accepted, speaks only in "group voice" or not at all	will make an effort to contribute, but are hesitant if anyone questions, does not respond, or response is hesitant and not positive in nature (lack of self confidence – feel they are not being paid attention to regardless of whether it is positive or negative)		able to voice own point of view without worrying about acceptance		Knowing who I am and how I interact with others positive self talk that recognizes positive individual traits before comparison with others displays a certain amount of courage because is willingly to be accepted or disputed
Identify ourselves in a small peer group	responds to own name, and	attempts to fit in with a peer group with similar interests	may have one or two particular friends with whom always associates appears more confident when with particular classmates	know most other students' names, cheers for classmates, teams but retains sense of self			acknowledging that we are caretakers of each other
Identify ourselves in a classroom	Purposefully leaves some personal belongings in the classroom thinks of the classroom as his/hers		Attachment develops to peers	counts self as a member of the classroom Takes responsibility for care of the physical classroom environment	Identifies with the people and the environment makes an effort to build community by encouraging others in the classroom, enjoying social events		acknowledging that we are caretakers of each other aware of others' need for comfort and tries to provide what is needed (visiting adult needs (TOC) as well as student needs)
Identify ourselves in a school community	Regular attendance	Attachment develops to significant adults	Attachment develops to students outside of own class	Wanting to observe school events	Wanting to participate in school events	Wanting to initiate school events	acknowledging that we are caretakers of each other doing service to benefit others without self benefit
Offering hospitality	may know some things to do if you don't know someone's name, how to make overtures to develop knowledge of others				respectful greeting, clear voice, friendly smile, asks polite and direct questions with courtesy		welcoming friendly appropriate body language, inviting reciprocity identify self not just as a member of the school, but an embodiment of the spirit of the school
Self controls speech	no boundaries, blurts thoughts aloud without understanding consequences or harming others		aware of interruptive behaviors but unable to self control, apologetic when reminded of behavior		able to participate in give and take of conversation except when excited; self correcting and apologetic independently		allows others to have a turn speaking, aware of others' needs, does not enter conversation until invited understands how to enter a conversation appropriately

**Aspect: Awareness of others**

<b>Performance Indicator</b>	<b>Emerging</b>		<b>Developing</b>		<b>Acquired</b>		<b>Accomplished</b>
Culturally appropriate eye contact This is difficult because appropriate receptive body language is different in different cultures Acknowledges presence	no physical acknowledgement of presence of other person	awareness that some confirmation is required	minimal eye contact (glance acknowledges to self but not to recipient) inappropriate body language	eye contact verbal affirmation tone of voice receptive body positioning facial expression	periodic eye /appropriate physical body language contact not sustained demonstrate different uses of eye contact when listening and talking		When to look to listen, when to look to talk, knowing the difference between acknowledging and staring, Knowing when to use it with peers, adults, in different cultures Uses eye contact as its own language able to sustain physical acknowledgement of other person/people -eye contact -nodding/ appropriate -actions are respectful -establishes a warm caring environment where participants feel valued -trust is established
Aware of self listening behaviors	aware of need to demonstrate some listening behaviors know to look at the person who is talking		Sitting Looking Active listening		mind thinking nodding eye contact response to speaker	attempting to be encouraging, trying to establish a trust filled environment	thinks reflectively, asks questions that will lead to more thinking from both parties, provides adequate "listening time" so speaker can frame thoughts has a repertoire to encourage speech
Aware of others' listening	-makes an effort to gain others' attention through inappropriate physical actions or communication that may not be clear – listener may not be sure of the speaker's intent		-may be unable to sustain listener's attention -some difficulty sustaining attention on a topic		knows how to get listeners' attention in an appropriate manner knows how to read body signals (frowns, eye movement, eyes light up) aware of pauses in conversation for opportunities to speak		participates in dialogue, provides listening opportunities for self and others is okay with silence, doesn't feel threatened by pauses in conversations, may create time for the speaker to clarify thoughts
Appropriate word choice	Self orientated topic	Word choice not on topic (doesn't make sense) Repetition of what was said (without leading to greater understanding but with an attempt to participate in social interaction)			acknowledges when they are searching for the "right" word, conversations is maintained		Words reflect empathy as a listener and promote understanding as the speaker encourages further conversation
Initiates conversation	may physically signal to communicate may change topics rapidly unsure of how to continue conversation, how to include others				Self Initiates conversation with others at an appropriate time, in an appropriate manner, timely conversations on topic		responds to adult initiations, turn taking, allows others to speak, waits for pauses, does not interrupt, response is encouraging recognizes who the audience is, plans approach particularly based on needs knows how to connect with peers, reads audience to self benefit or group benefit
Maintaining conversation (adult led)	may feel uncomfortable need prompting				Relates to topic, comments, asks questions that make sense and connect to previous statements, comments encourage further dialogue or affirm understanding		original using own "voice" – expressing ideas and opinions respectfully, knowing that respect will be returned
Maintaining conversation (student led)					Initiates conversation Conversation is of quality – order/sequencing, taking turns, waiting for responses		encouraging others to speak and interested in others' opinions responses are determined by the direction of the conversation nimble minded and flexible

**Aspect: Expression of Care and Respect**

<b>Performance Indicators</b>	<b>Emerging</b>		<b>Developing</b>		<b>Acquired</b>		<b>Accomplished</b>
Receptive Attitude – engaging in genuine dialogue	maintains a one-sided conversation does not wait for others' input		may still maintain a one sided conversation but looks for physical affirmations, or agreeing sounds				critical dialogue, examining ideas -accepting that everyone has a right to have their opinion heard attentive patient, allowing time for partners to clarify thinking makes a personal connection to the speaker acknowledges contributions of others respectful
Students will interpret others needs and develop skills to look after each other					developing self esteem allows self to focus more on others' needs sensitive to the needs of others		Help each other without providing the "correct answers" aware that relationships need tending respectful, encouraging
Students can identify meaningful sharing (difference between story telling and providing pertinent information to move understanding forward)							
Students can identify when to be verbal or non-verbal	Communicates dissatisfaction through poor behavior/body language						identifies the problem and verbalizes it in an appropriate way. listens to someone tell their problem and make helpful suggestions that will lead to adult intervention in necessary, or resolution receptive party feels cared for supported and trust is felt by all parties
Students can share in a non-judgmental way			listens, but may try to make suggestions before asked, makes value judgments	listens without choosing sides	individuals feel valued, respected and trusted		
Students can others move from knowing to telling							
Repairing errors or providing clarification					Recognizes that an error has been made by reading body language and change of response Attempts to try to change message to suit situation		When hurt occurs the conversations that follow are aimed at restitution and understanding about what happened; how participants might have behaved differently; how similar events might be prevented
Recognizing that sometimes privacy is needed and no interactions are needed	senses that silence is needed, but egocentric and requires own needs met						-can accept companionable silences respects others needs -can find own need for inner peace

**Aspect: Interpersonal Social Interactions (including Friendliness)**

<b>Performance Indicator</b>	<b>Emerging</b>		<b>Developing</b>		<b>Acquired</b>		<b>Accomplished</b>
Acknowledgement of individual by stating their name	Teacher and student together		Teacher prompting				
Says good morning or greets people incidentally	Difficulty acknowledging others		Is interested and establishes some visual contact				Initiates greetings enthusiastically and extends greeting to a conversation
Uses manners (greetings, please, thank you, excuse me, not interrupting, uses appropriate way to insert self into conversation)							helps peers become more aware of using manners consistently to create a friendly environment in the classroom
Welcomes all members of the classroom to participate	needs help accepting others						Open welcoming and makes an effort to include new member Introduces new member to the other students
Uses language to include others							can use other people's names to establish communication Creates situations and topics to include others and makes others feel valued
Maintains relationships through expression of care							
Accepts being cared for							
Willing to protect others from harm							
I can see two sides of an issue	can only understand own opinion		Without weighing the evidence can form an emotional opinion		can ask questions to clarify own understandings and form opinions weighing the evidence		Recognizes emotional and logical arguments Has skills to provide support to other person, whether agreement is established or not
Acknowledge disagreements	body language or comments portray indifference or a poor attitude				can agree to disagree		uses respectful language and tone of voice to show disagree negotiating
Acknowledging others' point of view							appreciates and learns from others' points of view empowers others advocates for others
Giving and Receiving Apologies	Does not recognize harm took place				Recognizes when an apology needs to be given or accepted		Justifies apology and describes why apology is needed(recognizes when harm has taken place) when accepting apologies lets giver know what harm was done and why apology is accepted
Giving and Receiving Compliments	Teacher and student practiced						can acknowledge a compliment or gift graciously; can sincerely give compliments or gifts
Advocacy for self							
Advocacy for others							

**Aspect: Exploring and Maintaining Relationships as Community Members**

<b>Performance Indicators</b>	<b>Emerging</b>		<b>Developing</b>		<b>Acquired</b>		<b>Accomplished</b>
I can share my own stories	Unaware of whether others are listening						In response to comments or anticipation of an audience (story told and designed to suit audience needs) trust, respect are valued speaker is encouraged to continue, questions are asked that explore speakers' intent listeners look upon these as learning experiences
An attitude of solicitude and care	Focus on self and not speaker						Response focused on speaker and not self – providing what speaker needs Can treat others as equals; empowers others aware of others' comfort levels ability to be cared for
I can express my feelings to others				Can use words to describe empathetic feelings	Willing to defend feelings despite what others feel	Willing to defend feelings while acknowledging others may feel differently	Willing to defend feelings while accepting others may feel differently
Responding to requests					can respond to requests in a respectful, positive way determining whether to say yes or no		can use judgment and determine responses based own belief system can anticipate the needs of others before a request
Attention to speaker and contents of speech	With teacher support can make appropriate responses				Eye contact / Facial Expression Verbal affirmation Tone of voice Receptive body positioning		empowers others
Identifies a range of possible responses (obvious effort to make an appropriate response to better situation)					Mind thinking Nodding Eye contact Response to speaker		negotiating
Use each others' words to confirm meaning					Repetition of key words or paraphrasing to confirm meaning or encourage further dialogue		Participants are capable of reflecting on what was said in a meaningful way negotiating
Communicating Cooperatively					Self-initiates conversations at an appropriate time, in an appropriate manner, timely conversations on topic Responds to adult initiations turn taking, allows others to speak, waits for pauses, does not interrupt		