

Level Indicators	Performance Descriptors
A1.1: Read brief texts to locate specific details	<ul style="list-style-type: none"> <li>• reads short texts to locate a single piece of information</li> <li>• decodes words and makes meaning of sentences in a single text</li> <li>• follows the sequence of events in straightforward chronological texts</li> <li>• follows simple, straightforward instructional texts</li> <li>• identifies the main idea in brief texts</li> <li>• requires support to identify sources and to evaluate and integrate information</li> </ul>
A1.2: Read texts to locate and connect ideas and information	<ul style="list-style-type: none"> <li>• scans text to locate information</li> <li>• locates multiple pieces of information in simple texts</li> <li>• makes low-level inferences</li> <li>• makes connections between sentences and between paragraphs in a single text</li> <li>• reads more complex texts to locate a single piece of information</li> <li>• follows the main events of descriptive, narrative and informational texts</li> <li>• obtains information from detailed reading</li> <li>• begins to identify sources and evaluate information</li> </ul>
A1.3: Read longer texts to connect, evaluate and integrate ideas and information	<ul style="list-style-type: none"> <li>• integrates several pieces of information from texts</li> <li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• identifies the purpose and relevance of texts</li> <li>• skims to get the gist of longer texts</li> <li>• begins to recognize bias and points of view in texts</li> <li>• infers meaning which is not explicit in texts</li> <li>• compares or contrasts information between two or more texts</li> <li>• uses organizational features, such as headings, to locate information</li> <li>• follows the main events of descriptive, narrative, informational and persuasive texts</li> </ul>

	<ul style="list-style-type: none"> <li>• obtains information from detailed reading</li> <li>• makes meaning of short, creative texts (e.g. poems, short stories)</li> <li>• identifies sources, evaluates and integrates information</li> </ul>
A2.1: Interpret very simple documents to locate specific details	<ul style="list-style-type: none"> <li>• scans to locate specific details</li> <li>• interprets brief text and common symbols</li> <li>• locates specific details in simple documents, such as labels and signs</li> <li>• identifies how lists are organized (e.g. sequential, chronological, alphabetical)</li> <li>• requires support to identify sources and to evaluate and integrate information</li> </ul>
A2.2: Interpret simple documents to locate and connect information	<ul style="list-style-type: none"> <li>• performs limited searches using one or two search criteria</li> <li>• extracts information from tables and forms</li> <li>• locates information in simple graphs and maps</li> <li>• uses layout to locate information</li> <li>• makes connections between parts of documents</li> <li>• makes low-level inferences</li> <li>• begins to identify sources and evaluate information</li> </ul>
A2.3: Interpret somewhat complex documents to connect, evaluate and integrate information	<ul style="list-style-type: none"> <li>• performs complex searches using multiple search criteria</li> <li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• integrates several pieces of information from documents</li> <li>• compares or contrasts information between two or more documents</li> <li>• uses layout to locate information</li> <li>• identifies the purpose and relevance of documents</li> <li>• begins to recognize bias in displays, such as graphs</li> <li>• makes inferences and draws conclusions from information displays</li> <li>• identifies sources, evaluates and integrates information</li> </ul>
A3: <i>The tasks in this task group are not rated</i>	<ul style="list-style-type: none"> <li>• <i>the tasks in this task group are not rated for complexity</i></li> </ul>

<i>for complexity</i>	
<p>B1.1: Participate in brief interactions to exchange information with one other person</p>	<ul style="list-style-type: none"> <li>• conveys information on familiar topics</li> <li>• shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> <li>• chooses appropriate language in exchanges with clearly defined purposes</li> <li>• participates in short, simple exchanges</li> <li>• gives short, straightforward instructions or directions</li> <li>• speaks or signs clearly in a focused and organized way</li> <li>• repeats or questions to confirm understanding</li> <li>• uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li> </ul>
<p>B1.2: Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions</p>	<ul style="list-style-type: none"> <li>• shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences</li> <li>• demonstrates some ability to use tone appropriately</li> <li>• uses strategies to maintain communication, such as encouraging responses from others and asking questions</li> <li>• speaks or signs clearly in a focused and organized way</li> <li>• rephrases to confirm or increase understanding</li> <li>• uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li> </ul>
<p>B1.3: Initiate and maintain lengthier interactions with one or more persons on a range of topics</p>	<ul style="list-style-type: none"> <li>• shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences</li> <li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• participates in lengthier exchanges to problem solve and explore issues</li> <li>• varies speed, tone and emphasis to increase effectiveness of exchanges</li> <li>• uses strategies to maintain communication, such as encouraging responses from others and asking questions</li> </ul>

	<ul style="list-style-type: none"> <li>• speaks or signs clearly in a focused and organized way</li> <li>• chooses appropriate strategies to check and increase understanding</li> <li>• uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li> </ul>
B2.1: Write brief texts to convey simple ideas and factual information	<ul style="list-style-type: none"> <li>• writes simple texts to request, remind or inform</li> <li>• conveys simple ideas and factual information</li> <li>• demonstrates a limited understanding of sequence</li> <li>• uses sentence structure, upper and lower case and basic punctuation</li> <li>• uses highly familiar vocabulary</li> </ul>
B2.2: Write texts to explain and describe information and ideas	<ul style="list-style-type: none"> <li>• writes texts to explain and describe</li> <li>• conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li>• begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li> <li>• connects ideas using paragraph structure</li> <li>• uses limited range of vocabulary and punctuation appropriate to the task</li> <li>• begins to select words and tone appropriate to the task</li> <li>• begins to organize writing to communicate effectively</li> </ul>
B2.3: Write longer texts to present information, ideas and opinions	<ul style="list-style-type: none"> <li>• writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade</li> <li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• selects and uses vocabulary, tone and structure appropriate to the task</li> <li>• organizes and sequences writing to communicate effectively</li> <li>• uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details</li> </ul>
B3.1a: Make straightforward entries to	<ul style="list-style-type: none"> <li>• makes a direct match between what is requested and what is entered</li> </ul>

complete very simple documents	<ul style="list-style-type: none"> <li>• makes entries using familiar vocabulary</li> </ul>
B3.1b: Create very simple documents to display and organize a limited amount of information	<ul style="list-style-type: none"> <li>• follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible)</li> <li>• organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially)</li> <li>• includes titles where required</li> <li>• uses labels and headings to organize content</li> <li>• presents text and numbers below one or more headings in lists</li> </ul>
B3.2a: Use layout to determine where to make entries in simple documents	<ul style="list-style-type: none"> <li>• uses layout to determine where to make entries</li> <li>• begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>• makes entries using a limited range of vocabulary</li> <li>• follows instructions on documents</li> </ul>
B3.2b: Create simple documents to sort, display and organize information	<ul style="list-style-type: none"> <li>• follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)</li> <li>• sorts entries into categories</li> <li>• displays one or two categories of information organized according to content to be presented</li> <li>• identifies parts of documents using titles, row and column headings and labels</li> </ul>
B3.3a: Decide what, where and how to enter information in somewhat complex documents	<ul style="list-style-type: none"> <li>• uses layout to determine where to make entries</li> <li>• makes inferences to decide what, where and how to enter information</li> </ul>
B3.3b: Create more complex documents to sort, display and organize information	<ul style="list-style-type: none"> <li>• follows conventions to display information in more complex documents (e.g. use of abbreviations, symbols)</li> <li>• sorts entries into categories and subcategories</li> </ul>

	<ul style="list-style-type: none"> <li>• displays many categories of information</li> <li>• organizes information in a variety of ways</li> <li>• identifies parts of documents using titles, row and column headings, sub-headings and labels</li> </ul>
B4: Express oneself creatively, such as by writing journal entries, telling a story and creating art	<ul style="list-style-type: none"> <li>• the tasks in this task group are not rated for complexity</li> </ul>
C1.1: Compare costs and make simple calculations	<ul style="list-style-type: none"> <li>• adds, subtracts, multiplies and divides whole numbers and decimals</li> <li>• recognizes values in number and word format</li> <li>• understands numerical order</li> <li>• begins to interpret integers, such as in a negative bank balance</li> <li>• identifies and performs required operation</li> <li>• follows apparent steps to reach solutions</li> <li>• interprets and represents costs using monetary symbols and decimals</li> <li>• rounds to the nearest dollar</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
C1.2: Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	<ul style="list-style-type: none"> <li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> <li>• calculates percentages</li> <li>• interprets and applies rates (e.g. \$/kg, \$/1)</li> <li>• chooses and performs required operation(s); may make inferences to identify required operation(s)</li> <li>• selects appropriate steps to reach solutions</li> <li>• represents costs and rates using monetary symbols, decimals and percentages</li> <li>• makes simple estimates</li> <li>• interprets, represents and converts amounts using whole numbers, decimals,</li> </ul>

	<p>percentages, ratios and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</p> <ul style="list-style-type: none"> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>C1.3: Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets</p>	<ul style="list-style-type: none"> <li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> <li>• manages unfamiliar elements (e.g. context, content) to complete the task</li> <li>• chooses and performs required operations; makes inferences to identify operations</li> <li>• selects appropriate steps to reach solutions from among options</li> <li>• identifies a variety of ways to complete the task</li> <li>• finds, integrates and analyzes numerical information</li> <li>• organizes and displays numerical information (e.g. tables, graphs)</li> <li>• makes estimates</li> <li>• uses strategies to check accuracy</li> </ul>
<p>C2.1: Measure time and make simple calculations</p>	<ul style="list-style-type: none"> <li>• adds, subtracts, multiplies and divides whole numbers and decimals</li> <li>• recognizes values in number and word format</li> <li>• understands chronological order</li> <li>• understands and uses common date formats</li> <li>• reads time on analog and digital clocks</li> <li>• identifies and performs required operation</li> <li>• represents dates and times using standard conventions</li> <li>• measures time using common instruments, such as clocks, timers and stopwatches</li> <li>• chooses appropriate units of measurement (e.g. hours, minutes, seconds)</li> <li>• interprets and represents time using whole numbers, decimals (e.g. .25, .5) and simple common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> hour)</li> <li>• follows apparent steps to reach solutions</li> <li>• rounds to nearest minute or hour</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator,</li> </ul>

	repeating a calculation, using the reverse operation)
C2.2: Make low-level inferences to calculate using time	<ul style="list-style-type: none"> <li>calculates using numbers expressed as whole numbers, fractions, decimals and percentages</li> <li>interprets and applies rates (e.g. \$/hr, km/hr, cooking time/pound)</li> <li>converts between units of time (e.g. millennia, centuries, decades, years, months, weeks, days, hours, minutes, seconds)</li> <li>makes simple estimates</li> <li>interprets, represents and converts time using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. ½, ¼)</li> <li>chooses and performs required operation(s); may make inferences to identify required</li> <li>operation(s)</li> <li>selects appropriate steps to reach solutions</li> <li>understands and converts time between 12- and 24-hour clocks</li> <li>converts time between time zones</li> <li>uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
C2.3: Find, integrate and analyze numerical information to make multi-step calculations using time	<ul style="list-style-type: none"> <li>calculates using numbers expressed as whole numbers, fractions, decimals and percentages</li> <li>manages unfamiliar elements (e.g. context, content) to complete tasks</li> <li>makes estimates</li> <li>chooses and performs required operations; makes inferences to identify required operations</li> <li>selects appropriate steps to reach solutions from amongst options</li> <li>identifies a variety of ways to complete tasks</li> <li>finds, integrates and analyzes numerical information</li> <li>organizes and displays numerical information (e.g. Gantt chart, schedules)</li> <li>uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
C3.1: Measure and make simple	<ul style="list-style-type: none"> <li>adds and subtracts whole number measurements</li> </ul>



<p>comparisons and calculations</p>	<ul style="list-style-type: none"> <li>• recognizes values in number and word format</li> <li>• recognizes simple, common shapes (e.g. circle, square, rectangle, triangle)</li> <li>• measures distance, length, width, height, weight, liquid volume, angles and temperature</li> <li>• uses common measuring tools, such as rulers, scales and thermometers</li> <li>• understands numerical order</li> <li>• makes simple estimates</li> <li>• begins to interpret integers (e.g. temperature, elevation)</li> <li>• chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)</li> <li>• identifies and performs required operation</li> <li>• interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> <li>• interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg)</li> <li>• follows apparent steps to reach solutions</li> <li>• rounds to the nearest whole unit (e.g. kilos)</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>C3.2: Use measures to make one-step calculations</p>	<ul style="list-style-type: none"> <li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> <li>• calculates angles in simple common shapes</li> <li>• makes estimates</li> <li>• understands and uses ratio and proportion</li> <li>• interprets and represents area and volume using symbols and abbreviations (e.g. m<sup>3</sup>)</li> <li>• interprets and applies rates (e.g. km/hr) and ratios (e.g. map scales)</li> <li>• converts units of measurement within the same system and between systems</li> <li>• understands and uses formulas for finding the perimeter, area and volume of simple, common shapes</li> </ul>

	<ul style="list-style-type: none"> <li>• chooses and performs required operation(s); may make inferences to identify required operation(s)</li> <li>• selects appropriate steps to solutions</li> <li>• interprets, represents and converts measures using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>C3.3: Use measures to make multi-step calculations; use specialized measuring tools</p>	<ul style="list-style-type: none"> <li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> <li>• calculates the radius, diameter and circumference of circles</li> <li>• understands and uses properties of angles and triangles to solve problems</li> <li>• understands and uses formulas for finding the perimeter, area and volume of non-rectangular, composite shapes</li> <li>• manages unfamiliar elements (e.g. context, content) to complete tasks</li> <li>• makes estimates involving many factors where precision is required</li> <li>• interprets and represents measurements taken with specialized tools (e.g. calipers, multimeters)</li> <li>• chooses and performs required operations; makes inferences to identify required operations</li> <li>• selects appropriate steps to solutions from among options</li> <li>• identifies a variety of ways to complete tasks</li> <li>• interprets, represents and converts measures using whole numbers, decimals, percentages, ratios and fractions</li> <li>• organizes and displays numerical information (e.g. graphs, tables)</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>C4.1: Make simple comparisons and calculations</p>	<ul style="list-style-type: none"> <li>• adds, subtracts, multiplies and divides whole numbers and decimals</li> <li>• recognizes values in number and word format</li> </ul>

	<ul style="list-style-type: none"> <li>• identifies and compares quantities of items</li> <li>• understands numerical order</li> <li>• identifies and performs required operation</li> <li>• begins to interpret integers</li> <li>• makes simple estimates</li> <li>• interprets and represents values using whole numbers, decimals, percentages and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> <li>• follows apparent steps to reach solutions</li> <li>• interprets simple, common probabilities, such as the chance of precipitation from a weather forecast</li> <li>• recognizes simple patterns</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>C4.2: Make low-level inferences to organize, make summary calculations and represent data</p>	<ul style="list-style-type: none"> <li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> <li>• understands and uses ratio and proportion</li> <li>• makes estimates</li> <li>• finds ranges for data sets</li> <li>• calculates averages (mean) and percentages</li> <li>• identifies medians and modes</li> <li>• collects, organizes and represents data using simple tables and graphs</li> <li>• interprets rates (e.g. crime rates) and ratios (e.g. shots-on-net to goals)</li> <li>• chooses and performs required operation(s); may make inferences to identify required operation(s)</li> <li>• selects appropriate steps to solutions</li> <li>• recognizes patterns and begins to identify trends in data (e.g. population, crime, demographic, inventory, injury)</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>C4.3: Find, integrate and analyze data;</p>	<ul style="list-style-type: none"> <li>• calculates using numbers expressed as whole numbers, fractions, decimals,</li> </ul>

<p>identify trends in data</p>	<p>percentages and integers</p> <ul style="list-style-type: none"> <li>• manages unfamiliar elements (e.g. context, content) to complete tasks</li> <li>• makes estimates involving many factors where precision is required</li> <li>• begins to recognize bias in data and in displays, such as graphs</li> <li>• calculates and interprets summary measures (e.g. mean, median, mode)</li> <li>• calculates percentage change</li> <li>• applies statistics (e.g. population change, growth rates)</li> <li>• chooses and performs required operations; makes inferences to identify required operations</li> <li>• selects appropriate steps to solutions from among options</li> <li>• interprets, represents and converts values using whole numbers, decimals, percentages, ratios and fractions</li> <li>• identifies a variety of ways to complete tasks</li> <li>• finds integrates and analyzes data</li> <li>• organizes and represents numerical information (e.g. tables, graphs)</li> <li>• makes predictions using data; identifies trends</li> <li>• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
<p>D.1: Perform simple digital tasks according to a set procedure</p>	<ul style="list-style-type: none"> <li>• follows simple prompts</li> <li>• follows apparent steps to complete tasks</li> <li>• interprets brief text and icons</li> <li>• locates specific functions and information</li> <li>• requires support to indentify sources and to evaluate and integrate information</li> <li>• begins to perform simples searches (e.g. internet, software help menu)</li> </ul>
<p>D.2: Perform well-defined, multi-step digital tasks</p>	<ul style="list-style-type: none"> <li>• selects and follows appropriate steps to complete tasks</li> <li>• locates and recognizes functions and commands</li> <li>• makes low-level inferences to interpret icons and text</li> </ul>

	<ul style="list-style-type: none"> <li>• begins to identify sources and evaluate information</li> <li>• performs simple searches using keywords (e.g. internet, software help menu)</li> </ul>
D.3: Experiment and problem-solve to perform multi-step digital tasks	<ul style="list-style-type: none"> <li>• experiments and problem-solves to achieve the desired results</li> <li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• makes inferences to interpret icons and text</li> <li>• selects appropriate software when required by the task</li> <li>• identifies sources, evaluates and integrates information</li> <li>• customizes software interfaces (e.g. toolbar, homepage settings)</li> <li>• performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)</li> </ul>
E.1: Set short-term goals, begin to use limited learning strategies and begin to monitor own learning	<ul style="list-style-type: none"> <li>• sets short-term goals</li> <li>• identifies steps required to achieve goals</li> <li>• begins to monitor progress towards achieving goals</li> <li>• begins to identify barriers to achieving goals</li> <li>• begins to use a limited number of learning strategies (e.g. follows instructions, takes literal notes, highlights or underlines key information, uses a calendar or agenda)</li> <li>• begins to identify ways to remember information and reinforce learning (e.g. reviewing notes)</li> <li>• creates “to do” lists to keep organized</li> <li>• begins to monitor own learning</li> <li>• identifies preferred learning style</li> <li>• identifies one source of information (e.g. text, document, classmate, co-worker) to complete tasks</li> <li>• uses feedback to improve performance</li> </ul>
E.2: Set realistic, short- and long-term goals, use a limited number of learning strategies and monitor own learning	<ul style="list-style-type: none"> <li>• sets realistic short-and long-term goals</li> <li>• identifies steps required to achieve goals</li> <li>• monitors progress towards achieving goals</li> <li>• identifies barriers to achieving goals</li> </ul>

	<ul style="list-style-type: none"> <li>• begins to adjust goals, activities and timelines to address obstacles to achieving goals</li> <li>• uses a limited number of learning strategies (e.g. takes notes, organizes learning materials)</li> <li>• sequences activities in multi-step tasks</li> <li>• monitors own learning</li> <li>• begins to adapt to instructional approaches and learning materials that do not reflect preferred learning style</li> <li>• begins to identify how skills and strategies can transfer to different contexts</li> <li>• identifies multiple sources of information to complete tasks</li> <li>• evaluates own performance using established criteria and tools (e.g. checklist, rubrics)</li> <li>• begins to identify ways to improve performance</li> </ul>
<p>E.3: Set realistic short- and long-term goals, use a variety of learning strategies and monitor and evaluate own learning</p>	<ul style="list-style-type: none"> <li>• sets realistic short- and long-term goals</li> <li>• prioritizes goals and establishes realistic timelines for achieving goals</li> <li>• monitors progress towards achieving goals</li> <li>• identifies barriers to achieving goals</li> <li>• adjusts goals, activities and timelines to address obstacles to achieving goals</li> <li>• uses a variety of learning strategies (e.g. takes and summarizes notes from multiple sources, sets a study schedule)</li> <li>• identifies ways to clarify, check understanding and reinforce learning</li> <li>• develops plans to complete longer-term tasks (e.g. essays projects)</li> <li>• monitors and evaluates own learning</li> <li>• adapts to instructional approaches and learning materials that do not reflect preferred learning style</li> <li>• identifies how skills and strategies can transfer to different contexts</li> <li>• evaluates the quality and comprehensiveness of multiple resources to complete tasks</li> <li>• identifies ways to improve performance</li> </ul>

<p>F: Engage with Others</p>	<ul style="list-style-type: none"><li>• understands one’s role; seeks clarification as required</li><li>• recognizes roles of others</li><li>• acknowledges/identifies responsibilities</li><li>• accepts one’s share of responsibilities</li><li>• acknowledges and accepts others’ perspectives</li><li>• adapts behaviour to the demands of the situation</li><li>• shows an awareness of group dynamics</li><li>• meets group expectations (e.g. is prepared to participate, meets deadlines)</li><li>• demonstrates tolerance and flexibility</li><li>• demonstrates a willingness to help others</li><li>• makes contributions that take into account one’s strengths and limitations</li><li>• recognizes areas of agreement and disagreement</li><li>• identifies options for resolving disagreements</li><li>• contributes to finding a mutually agreeable resolution</li><li>• takes actions to resolve the conflict</li></ul>
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