

Inunnguiniq SEB Rubrics

| Themes/Levels | Qaujilisaaqtuq | Tukisiliqtuq | Tukisinaqsiliqtuq | Pinasugunnaqsijuq | Pijunnaqsijuq |
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| Being a friend | Engages with others. Plays collaboratively. Recognizes others. Observes and responds. Recognizes consequences of actions. Says sorry. Shares toys. Comforts others. Empathizes. | Enjoys play. Makes eye contact. Recognizes and connects with many different people. Shares with others. Shows empathy. Cares for a younger child. | Has close friendships. Takes turns & follows rules. Communicates feelings well. Practices/plays in pretend situations | Is aware of how they might affect others (such as being bossy). Seeks out friends. Shows ability to cooperate/collaborate. Has positive relationships with others. Seeks out new friendships. | Recognizes the needs and wishes of others and. Responds positively. Shows sensitivity. Increasingly confident in their relationships. Increasingly independent with friends. |
| Being respectful | Is welcoming to others. Shows confidence in new situations. Takes turns. Show patience. Shares and includes others in play. Listens and follows instructions. | Takes care of things. Outs things away after play. Takes on small tasks. | Follows rules and waits for a turn. Shows tolerance for others. | Understands expectations in different contexts – family, daycare etc. Follows rules. Looks after clothing, belongings, environment. Enjoys family and friends. | Has developed good habits. Tries to do what is “right”. Appreciates the environment. Cares for those around them. |

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| | Obeys short instructions. Follows routines. Cares for things and people. | | | | |
| Managing feelings | Communicates needs. Shows a variety of emotions. Can name emotions. Calms and allows themselves to be distracted. Seeks comfort. Hugs and cuddles willingly. Shows motivation. Makes small choices. | Increasingly shows patience. Is aware of others and their differences. Is building a good attitude. Can accept disappointments. Accepts “no”. Allows themselves to be distracted or can accept an alternative when told “no”. | Understands a range of emotions. Demonstrates good ways to express emotions. Has a positive attitude. Tries. Show accountability for behaviours. Apologizes. Accepts consequences. | Communicates and manages feelings well. Shows patience. Recovers from difficult situations. Is able to identify a range of feelings and describe causes for those feelings. Adjusts and adapts. Uses strategies to deal with disappointments. | Understands “right” and “wrong”. Behaves ethically. Accepts disappointments. Makes good choices in responses. Shows management skills when dealing with strong feelings. |
| Self-management | Connects to others. Smiles and gets attention. Uses cries or terms specific to needs such as “haha” for needing to pee or poop. | Shows emotional self-awareness. Asks questions to build a sense of the world. Willingness to try new things. | Increasingly confident and independent. Explores new things. Capable of completing tasks with little supervision. | Increasingly confident/independent. Knows the difference between needs and wants. Can delay gratification. Accepts needs of others. Shows time management. | Is active; not lazy and willing to share/help others. Increasingly competent in dealing with stressful situations. Seeks adult support when needed. |

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| | <p>Drink and feed themselves.</p> <p>Mimics or copies others.</p> <p>Manages separation.</p> <p>Understands safety.</p> | | <p>Tries and continues to puzzle things out until they are successful.</p> | <p>Tries first but asks for help when needed.</p> | <p>Rises to challenges.</p> <p>Is positive/hopeful.</p> <p>Demonstrates strong social/emotional management.</p> |
| Seeking solutions | <p>Show curiosity.</p> <p>Explores and tried new things.</p> <p>Enjoys play.</p> <p>Seeks something that is not in plain view.</p> <p>Stays with a task.</p> <p>Makes connections between experiences.</p> <p>Predicts what comes next.</p> <p>Sequences.</p> | <p>Notices differences, patterns etc.</p> <p>Matches, sequences and groups.</p> <p>Can follow several steps in a process.</p> <p>Does not give up when mistakes happen.</p> | <p>Observes carefully. Eager, motivated to try new things.</p> <p>Asks questions.</p> <p>Shows curiosity.</p> <p>Makes connections between things.</p> <p>Makes small decisions considering best options.</p> | <p>Able to use past experiences and observations to apply to a problem.</p> <p>Thinks of more than one option and considers possibilities.</p> <p>Increasingly is creative in thinking.</p> <p>Weights options and makes choices.</p> <p>Willing to try/taking small risks.</p> <p>Begins to be analytical in thinking.</p> | <p>Keenly observant.</p> <p>Can sort complex patterns, objects, experiences.</p> <p>Considers.</p> <p>Able to make connections.</p> <p>Shows innovative/creative thinking.</p> <p>Is adaptable.</p> <p>Uses resources, experiences, new information in combination to reach a solution.</p> |
| Contributing | <p>Plays with surrogates/caring for a doll.</p> <p>Takes on small tasks.</p> <p>Puts things away.</p> | <p>Accepts responsibility for small tasks.</p> <p>Learns from and models others.</p> | <p>Does tasks without being asked.</p> <p>Looks for ways to be helpful.</p> | <p>Tries to take care of themselves and younger siblings.</p> <p>Takes pride in abilities.</p> | <p>Thinks of others over self.</p> <p>Shows resourcefulness in doing things.</p> |

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| | <p>Takes turns.</p> <p>Helps others.</p> <p>Follows routines.</p> | <p>Tries to complete small tasks independently.</p> | <p>Joins in when a task needs to be done.</p> <p>Chooses activities with others in mind.</p> | <p>Contributes to common, shared family tasks.</p> <p>Accepts responsibility for specific tasks and does these without being asked.</p> <p>Shows a degree of independence.</p> <p>Is aware of the needs of others and tried to support those.</p> | <p>Tried things on their own.</p> <p>Increasingly independent in self-care and completing tasks.</p> |
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