

**Learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Skill: Adaptability</b>	<b>Yes</b>	<b>Somewhat</b>	<b>Not Really</b>
<b>1. The learner demonstrates responsibility.</b>			
They are able to: <ul style="list-style-type: none"> <li>• focus their attention on the current task and minimize distractions.</li> <li>• manage their time because they understand it's limited. (e.g. they show up on time, don't waste time.)</li> <li>• complete jobs that they're given to show dependability.</li> </ul>			
<b>2. The learner can persist and keep going to get the job done.</b>			
They are able to: <ul style="list-style-type: none"> <li>• reflect on what's happened so far and look ahead to see when changes might be needed.</li> <li>• know when to keep trying or know when to change course if things don't go according to plan.</li> </ul>			
<b>3. The learner can regulate their emotions when needed.</b>			
They are able to: <ul style="list-style-type: none"> <li>• be positive and optimistic.</li> <li>• stay calm when facing setbacks or recover if they lose it.</li> <li>• encourage other people to stay calm.</li> </ul>			
<b>4. The learner can set or adjust goals and expectations when needed.</b>			
They are able to: <ul style="list-style-type: none"> <li>• set realistic goals and expectations based on their skills, available resources and the supports available.</li> <li>• adjust goals and expectations if needed.</li> </ul>			
<b>5. The learner can plan and prioritize tasks to get things done.</b>			
They are able to: <ul style="list-style-type: none"> <li>• breakdown tasks, milestones, and strategies for reaching goals.</li> <li>• decide how to prioritize tasks based on the resources available.</li> </ul>			
<b>6. The learner looks for learning and self-improvement opportunities.</b>			
They are able to: <ul style="list-style-type: none"> <li>• reflect on their own skill sets and resources.</li> <li>• find opportunities for self-improvement.</li> <li>• learn from setbacks and mistakes.</li> </ul>			

**ADAPTABILITY PROFICIENCY LEVELS**

Proficiency levels are the level at which a person demonstrates a particular skill.

Entry Level	Intermediate Level	Advance Level
<ul style="list-style-type: none"> <li><input type="checkbox"/> The learner can follow direction to adjust and complete plans, tasks, and goals.</li> <li><input type="checkbox"/> The learner can do this in response to expected and unexpected changes requiring minor adjustment or learning that is provided.</li> <li><input type="checkbox"/> The learner can stay positive, persist, and manage emotions in response to minor stress.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learner can adjust and complete plans, tasks, and goals with some supervision.</li> <li><input type="checkbox"/> The learner can adjust and complete plans, tasks, and goals with some supervision.</li> <li><input type="checkbox"/> The learner can stay positive, persist, and manage emotions in response to moderate stress.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learner can adjust plans, tasks, and goals independently.</li> <li><input type="checkbox"/> The learner can do this in response to expected and unexpected complex changes requiring significant adjustment or learning that is self-directed using diverse resources.</li> <li><input type="checkbox"/> The learner can stay positive, persist, and manage emotions in response to high stress.</li> </ul>

**Comments**

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*Please note that the Proficiency Levels and Self-Assessment Checklists have been adapted from material created by Skills for Success and available on their website. [canada.ca/en/services/jobs/training/initiatives/skills-success.html](http://canada.ca/en/services/jobs/training/initiatives/skills-success.html)*