

In the Primary years, children are assessed and evaluated according to their individual progress. It is expected that young children will acquire skills at differing rates and times.

The following checklist of learning outcomes is used to describe student progress. Checked boxes indicate learning outcomes covered to date.

1st term 2nd term 3rd term

LANGUAGE ARTS			
Exchanges ideas and perspectives to build shared understanding			
Demonstrates growth in vocabulary knowledge			
Identifies some literary elements and devices			
Listens with understanding			
Displays a positive attitude towards books and reading			
Applies a variety of strategies to learn to read and demonstrates phonemic and phonological awareness			
Describes the elements of a story			
Reads with understanding			
Reads with fluency and expression			
Is able to print letters using upper- case and lower-case letters legibly and with correct formation			
Uses periods and commas and spacing between words			
Communicates using letters and words and applies some conventions of Canadian spelling, grammar, and punctuation			
Writes using a variety of communication forms – lists, journal, notes, etc.			
Demonstrates an understanding of sentences structure and can write using complete sentences			
Applies a variety of strategies to spell			
Proofreads own writing and makes necessary changes			
Shows an awareness of how story in First Peoples cultures connects people to family and community			

MATHEMATICS			
Understands numbers and the quantities they represent to 20			
Recognizes, continues and creates patterns			
Can count to 100 by 1's, 5's and 10's			
Can count by 2's to 20			
Demonstrates that a number can be represented in a variety of ways (e.g., 17 can be eight groups of two and a single, or five groups of three and two groups of one, etc. ...)			
Uses the = symbol			
Names numbers that are one or two more, etc. or less			
Adds and subtracts numbers to 20			
Demonstrates an understanding of measurement by comparing two or more given objects (e.g., length, height, weight, volume, area) and using non-standard units (paper clips, etc.)			
Sort 2-D and 3-D objects using one attribute			
Demonstrates an understanding of likely and unlikely			
Demonstrates an understanding of the value of coins – nickel, dime, quarter			
Demonstrates an understanding of graphs, using one-to-one correspondence			

SOCIAL STUDIES

Uses picture maps to identify locations			
Identifies types of work done and our responsibility to our local community			
Describes key events and developments in our community (including Yaqan Nukiy)			
Describes personal and family traditions and ways we differ and are the same			
Describes natural and human-made features of the local environment			
Identifies characteristics and organizations in our community			

SCIENCE BIG IDEAS			
Describes how local plants and animals have features and behaviours that help them survive in their environment			
Describes how local animals have adapted to their environment			
Describes how matter is useful because of its properties			
Describes how light and sound can be produced and their properties can be changed			
Observes and describes patterns and cycles in the sky and landscape, including the First Peoples understanding of the seasonal cycles			
Makes exploratory observations using the senses			

ARTS EDUCATION			
Explores elements, processes, materials, movements, technologies, tools, and techniques of the arts			
Participates in Homelinks/KHE drama experiences			
Participates in Homelinks Handwork			
Participates in Homelinks Aboriginal Education classes			

PHYSICAL AND HEALTH EDUCATION			
Participates daily in physical activity at moderate to vigorous intensity levels			
Participates willingly in physical activities			
Understands and follows rules of games			
Identifies caring behaviours			
Identifies personal skills and interests			
Considers the safety of self and others			
Describes ways to prevent and respond to unsafe/uncomfortable situations			
Demonstrates leadership in physical activities			
Demonstrates skill in movement activities – non-locomotor, locomotor and manipulative skills			
Identifies the importance of making healthy food choices and staying hydrated			

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES			
❖ Computational Thinking, Computers and Communications Devices, Digital Literacy, Drafting, Entrepreneurship and Marketing, Food Studies, Media Arts, Metalwork, Power Technology, Robotics, Textiles, Woodwork			
Identify and use appropriate tools, technologies, and materials for production			

CAREER EDUCATION AND WORK HABITS			
Works and plays cooperatively with others			
Works independently when necessary			
Identifies their personal skills, interests, and accomplishments			
Describes a variety of roles/responsibilities for people in their family and in the community (jobs)			
Sets realistic goals for themselves			
Explores the use of simple available tools and technologies to extend their capabilities			