**Homelinks Kaslo Kindergarten Progress Report**

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.

**Personal and Social Awareness and Responsibility (Core Competencies)**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Express some wants, needs, and preferences, with support |  |  |  |
| Identify and participate in activities that support his/her well-being |  |  |  |
| Able to accept responsibility for his/her actions |  |  |  |
| With some help, able to regulate energy level appropriate to the activity |  |  |  |
| Interact with others and the environment respectfully, in familiar and structured settings |  |  |  |
| Share feelings and listen to others’ views |  |  |  |
| Solve some problems himself/herself and can identify when to ask for help |  |  |  |
| Demonstrate respectful and inclusive behaviour, with some direction |  |  |  |
| Be kind to others, work or play co-operatively, and build relationships with people of his/her choosing. |  |  |  |

**Language Arts**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Engage actively as listener, viewer, and reader |  |  |  |
| Use personal experience and knowledge to connect to text and make meaning |  |  |  |
| Create stories and other age-appropriate texts (includes oral, drama, drawn, etc.) |  |  |  |
| Plan and create a variety of communication forms for different purposes and audiences |  |  |  |
| Use reading strategies – predicting, making connections, retelling, recognizing familiar words, using pictures/patterns/memory to understand texts |  |  |  |
| Use oral language strategies – adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns speaking; maintaining a listening posture; asking questions related to the topic; making personal connections; and making relevant contributions to discussion |  |  |  |
| Use metacognitive strategies – talking and thinking about his/her own learning (e.g. through reflecting, questioning, goal-setting, self-evaluating) |  |  |  |
| Use writing processes – using scribble writing or letter strings to communicate meaning; distinguishing drawing from writing; and using pictures to tell stories |  |  |  |
| Recognize concepts of print – recognizing the conventional features of written English (such as the association of letters and sounds and the correspondence of spoken words to printed words, left-to-right directionality, etc.) |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| The structure of story (e.g. beginning, middle, end) |  |  |  |
| Letter-sound correspondence  |  |  |  |

**Math**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Estimate reasonably |  |  |  |
| Use reasoning and logic to explore and make connections |  |  |  |
| Use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic) |  |  |  |
| Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving |  |  |  |
| Visualize and describe mathematical concepts |  |  |  |
| Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration) |  |  |  |
| Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Number concepts to 10 – sequencing, visual recognition of a number of objects in a group, the number stays the same no matter how you arrange the objects, etc. |  |  |  |
| Ways to make 5 |  |  |  |
| Decomposition of numbers to 10 |  |  |  |
| Repeating patterns with two or three elements |  |  |  |
| Addition and subtraction to 10 using concrete materials |  |  |  |
| Equality as a balance and inequality as an imbalance |  |  |  |
| Direct comparative measurement (e.g., linear, mass, capacity) |  |  |  |
| Single attributes of 2D shapes and 3D objects |  |  |  |
| Concrete or pictorial graphs as a visual tool |  |  |  |
| Likelihood of familiar life events |  |  |  |
| Financial literacy – attributes of coins and financial role-play |  |  |  |

**Social Studies** – Identity and Families

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Inquiry: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  |
| Explain the significance of personal or local events, objects, people, and places |  |  |  |
| Evidence: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources |  |  |  |
| Continuity and Change: Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same |  |  |  |
| Recognize the causes and consequences of events, decisions, and developments in their lives |  |  |  |
| Acknowledge different perspectives on people, places, issues, and events in their lives |  |  |  |
| Ethical Judgment: Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action  |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Ways in which individuals and families differ and are the same |  |  |  |
| Personal and family history and traditions |  |  |  |
| Needs and wants of individuals and families |  |  |  |
| Rights, roles, and responsibilities of individuals and groups |  |  |  |
| People, places, and events in the local community, and in local First Peoples communities |  |  |  |
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**Science**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Observe objects and events in familiar contexts |  |  |  |
| Generate simple questions about familiar objects and events |  |  |  |
| Make exploratory observations using their senses |  |  |  |
| Safely manipulate materials |  |  |  |
| Make simple measurements using non-standard units |  |  |  |
| Discuss observations |  |  |  |
| Represent observations and ideas by drawing |  |  |  |
| Experience and interpret the local environment |  |  |  |
| Transfer and apply learning to new situations |  |  |  |
| Generate and introduce new or refined ideas when problem solving |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Basic needs of plants and animals, and features that help them meet these needs |  |  |  |
| First Peoples’ uses of plants and animals  |  |  |  |
| Properties of familiar materials |  |  |  |
| Effects of pushes/pulls, size, shape, and materials on movement |  |  |  |
| Seasonal and weather changes (incl. plant life cycle) |  |  |  |
| Changes that living things make to accommodate daily and seasonal cycles |  |  |  |
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**Physical Health and Education**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Participate **daily** in a variety of physical activities |  |  |  |
| Develop and demonstrate safety, fair play, and leadership in physical activities |  |  |  |
| Control an object (such as a soccer ball or hockey puck) |  |  |  |
| Describe the body’s reaction to physical activity |  |  |  |
| Identify health benefits of different foods, and the importance of water for hydration |  |  |  |
| Name parts of the body, including male and female private parts  |  |  |  |
| Identify appropriate and inappropriate ways of being touched |  |  |  |
| Identify and describe a variety of unsafe and/or uncomfortable situations |  |  |  |
| Identify caring behaviours among peers and within families |  |  |  |
| Identify some emotions and their causes and effects |  |  |  |
| Identify reliable sources of health information |  |  |  |

**Arts Education**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **Visual Arts:**  |  |  |  |
| **Dance:**  |  |  |  |
| **Drama:**  |  |  |  |
| **Music:**  |  |  |  |

**Career Education**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Identify and appreciate their personal attributes, skills, interests, and accomplishments |  |  |  |
| Share ideas, information, personal feelings, and knowledge with others |  |  |  |
| Recognize the importance of learning in their lives and their future |  |  |  |
| Set and achieve realistic learning goals for themselves |  |  |  |
| Demonstrate effective work habits and organizational skills appropriate to their level of development  |  |  |  |
| Recognize the basic skills required in a variety of jobs in the community |  |  |  |

**Applied Design, Skills and Technologies**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Generate ideas from their experiences and interests  |  |  |  |
| Add to others’ ideas |  |  |  |
| Tell the story of designing and making their product |  |  |  |
| Reflect on their ability to work effectively both as individuals and collaboratively in a group |  |  |  |
| Identify how their product contributes to the individual, family, community, and/or environment |  |  |  |