

PRIMARY CURRICULUM: General Performance Standards and Indicators

Aspect	Does not yet meet Expectations/ MAKES ATTEMPT 1-29%	Sometimes meets expectations/ EMERGENT 30-59%	Meets Expectations / SATISFACTORY 60-74%	Often exceeds expectations/ COMPETENT 75-89%	Consistently exceeds expectations/ SUPERIOR 90- 100%
<b>Student Profile</b>	<i>This student has not yet met expectations, and needs intervention.</i>	<i>This student, has shown potential to meet expectations, but needs explicit support in some areas</i>	<i>This student has shown a general capacity to meet expectations, though some support may still be required.</i>	<i>This student shows evidence of exceeding expectations.</i>	<i>This student significantly exceeds expectations and will benefit from additional challenges.</i>
<b>Snapshots</b>	<i>The student seldom works and plays responsibly and enthusiastically; rarely displays care for self, others and the environment; makes limited use of media to communicate emotions and ideas, and problem solves with guided support.</i>	<i>The student at times works and plays responsibly and enthusiastically; occasionally displays care for self, others and the environment; makes some use of media to communicate emotions and ideas, and problem solves with guided support.</i>	<i>The student often works and plays responsibly and enthusiastically; displays care for self, others and the environment in most situations; makes adequate use of media to communicate emotions and ideas, and problem solves with competence and some degree of creativity.</i>	<i>The student works and plays responsibly and enthusiastically; displays care for self, others and the environment; confidently communicates emotions and ideas through a variety of media, and creatively and competently problem solves.</i>	<i>The student readily assumes responsibility while at work or play; uses initiative in caring for self, others and the environment; makes innovative use of a variety of media to communicate emotions and ideas, solves problems with a high degree of creativity and competence.</i>
<b>Knowledge</b> Makes connections between ideas and their personal experiences.	Almost never identifies similarities and differences between bodies of knowledge; relates new ideas and concepts to personal experience; has great difficulty applying previously acquired knowledge to new	Cannot easily identify similarities and differences between bodies of knowledge; infrequently relates new ideas and concepts to personal experience; has difficulty applying previously acquired knowledge to new	Often sees similarities and differences between bodies of knowledge; relates new ideas and concepts to personal experience in most situations; often applies previous knowledge to new information and situations; frequently responds	Generally makes associations between bodies of knowledge; relates new ideas and concepts to personal experience with relative ease; consistently applies previous knowledge to new information and situations; responds	Independently sees the interrelatedness among bodies of knowledge; adeptly relates new ideas and concepts to personal experience; effectively applies previous knowledge to new information and situations;

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	situations; is unable to navigate learning situations independently.	situations; is frequently unable to navigate learning situations independently.	appropriately in new situations that are similar to ones experienced in the past.	appropriately in new situations that are similar to ones experienced in the past.	readily responds appropriately in new situations that are similar to/different from ones experienced in the past.
Understand the concept of past, present and future.	Vocabulary rarely captures the concept of time in relating personal experiences; rarely uses time-appropriate adverbs/adverbial phrases (transitions) to sequence and describe personal experiences and events; seldom uses appropriate verb tense when relating experiences and describing events.	Vocabulary may not appropriately capture the concept of time in relating personal experiences; occasionally uses time-appropriate adverbs/adverbial phrases (transitions) to sequence and describe personal experiences and events; sometimes uses appropriate verb tense when relating experiences and describing events.	Often uses vocabulary that appropriately captures the concept of time in relating personal experiences; frequently uses time-appropriate adverbs/adverbial phrases (transitions) to sequence and describe personal experiences and events; often uses appropriate verb tense when relating experiences and describing events in most instances.	Uses vocabulary that appropriately captures the concept of time in relating personal experiences; uses time-appropriate adverbs/adverbial phrases (transitions) to sequence and describe personal experiences and events; uses appropriate verb tense when relating experiences and describing events.	Vocabulary accurately capture the concept of time in relating personal experiences;; creatively and competently uses time-appropriate adverbs/adverbial phrases (transitions) to sequence and describe personal experiences and events; uses complex verb constructs when relating experiences and describing events.
Understand and appreciate the importance of personal wellness, including the importance of a healthy diet, exercise and hygiene.	Seldom is tidy and neat; pays inadequate attention to personal hygiene; is unable or unwilling to make healthy food choices; has very limited knowledge of the benefits of healthy physical activity; rarely gives appropriately tempered emotional responses to situations; infrequently navigates social situations	Sometimes is tidy neat; pays inadequate attention to personal hygiene; is generally unable or unwilling to make healthy food choices; has limited knowledge of the benefits of healthy physical activity; inconsistently gives appropriately tempered emotional responses to situations; sometimes	Often practises good personal hygiene; generally pays adequate attention to personal appearance; makes healthy food choices with prompting; has some knowledge of the benefits of healthy physical activity; gives appropriately tempered emotional responses to most situations; frequently navigates social situations	Practises good personal hygiene; pays adequate attention to personal appearance; makes healthy food choices with occasional prompting; engages in activity that facilitates healthy physical development; gives appropriately tempered emotional responses to situations; navigates social	Practises, and can cite the benefits of, good personal hygiene and making healthy food choices; is outstanding in attention paid to personal appearance; purposefully engages in activity that facilitates healthy physical development; displays a measure of emotional intelligence; navigates

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	with competence and confidence; is daunted when faced with challenges and failures; occasionally seeks necessary/needed help and advice.	navigates social situations with competence and confidence; is sometimes daunted when faced with challenges and failures; occasionally seeks necessary/needed help and advice.	with competence and confidence; recovers quickly from most challenges and failures; in most situations seeks help and advice when necessary.	situations with competence and confidence; maintains a positive outlook when faced with challenges and failures; seeks help and advice when necessary.	social situations with a high degree of competence and confidence; deals with challenges and failures positively; offers help and sound advice.
<p><b><u>Skills</u></b> Recognise that working and playing safely protects everyone.</p>	Seldom follows rules and established procedures without prompting; is careless in his use of equipment; gives little consideration to personal safety and the safety of others while engaged in activity; seldom encourages peers to work and play safely.	Sometimes follows rules and established procedures without prompting; is often careless in his use of equipment; inconsistently gives consideration to personal safety and the safety of others while engaged in activity; occasionally encourages peers to work and play safely.	Follows rules and established procedures with very little prompting; generally uses equipment with due care; most times considers personal safety and the safety of others while engaged in activity; frequently encourages peers to work and play safely.	Follows rules and established procedures; uses equipment with due care; considers personal safety and the safety of others while engaged in activity; encourages peers to work and play safely.	Routinely follows rules and established procedures; makes innovative use of equipment yet exercises due care/caution (is conscious of safety issues); is reputed for acting to ensure his personal safety and that of others while engaged in activity; advocates for safety during work and play.

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<p>Communicate needs, emotions and ideas in a variety of appropriate ways.</p>	<p>Generally uses inappropriate tone of voice when communicating; generally uses of inappropriate vocabulary, facial expressions and gestures when communicating; generally responds inappropriately to comments and criticisms (challenges and /situations); rarely uses technology and other media responsibly to communicate opinions (thoughts and feelings).</p>	<p>Is prone to use inappropriate tone of voice when communicating; infrequently uses appropriate vocabulary, facial expressions and gestures when communicating; sometimes responds inappropriately to comments and criticisms (challenges and /situations); sometimes uses technology and other media responsibly to communicate opinions (thoughts and feelings).</p>	<p>When communicating, makes frequent use of appropriate:</p> <ol style="list-style-type: none"> <li>1) tone of voice,</li> <li>2) vocabulary,</li> <li>3) facial expressions and</li> <li>4) gestures;</li> </ol> <p>Often responds appropriately to comments and criticisms (challenges and situations) in most situations; often uses technology and other media responsibly to communicate opinions (thoughts and feelings).</p>	<p>When communicating, uses appropriate:</p> <ol style="list-style-type: none"> <li>1) tone of voice,</li> <li>2) vocabulary,</li> <li>3) facial expressions and,</li> <li>4) gestures;</li> </ol> <p>Generally responds appropriately to comments and criticisms (challenges and situations); generally uses technology and other media responsibly to communicate opinions (thoughts and feelings).</p>	<p>When communicating, customarily makes effective use of:</p> <ol style="list-style-type: none"> <li>1) tone of voice,</li> <li>2) vocabulary,</li> <li>3) facial expressions and,</li> <li>4) gestures;</li> </ol> <p>Routinely gives well-crafted and carefully thought out responses to comments and criticisms from others; makes strategic and responsible use of technology and other media to communicate opinions (thoughts and feelings).</p>
<p>Gather and use information (to answer questions, make choices and complete tasks)</p>	<p>Rarely selects appropriate information sources based on purpose; is often inappropriate in his choice of techniques for gathering and analysing information; rarely makes suitable use of information for answering questions, making choices and completing tasks.</p>	<p>Sometimes selects appropriate information sources based on purpose with assistance; is whimsical in his choice of techniques for gathering and analysing information; sometimes makes suitable use of information for answering questions, making choices and completing tasks.</p>	<p>Often selects appropriate information sources based on purpose; in most cases selects appropriate techniques for gathering and analysing information; often makes suitable use of information for answering questions, making choices and completing tasks.</p>	<p>Generally selects appropriate information sources based on purpose; uses appropriate techniques for gathering and analysing information; makes suitable use of information for answering questions, making choices and completing tasks.</p>	<p>Regularly shows evidence of engaging in critical thought when selecting information sources for various purposes; with acuity, uses appropriate techniques for gathering and analysing information; makes judicious use of information to answer questions, make choices and complete tasks.</p>

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Make simple decisions and choices to solve both personal problems and learning challenges.	Is unable to isolate and describe the problem to be solved; rarely itemises possible solutions; rarely considers possible consequences before taking a decision; needs much guidance to identify the best course(s) of action to be undertaken.	Has difficulty in isolating and describing the problem to be solved; occasionally, itemises possible solutions; sometimes considers possible consequences before taking a decision; some guidance to identify the best course(s) of action to be undertaken.	Isolates and gives general descriptions of the problem to be solved in most situations; is generally able to itemise possible solutions; often considers possible consequences before taking a decision; often chooses the best course(s) of action to be undertaken.	Isolates and describes in broad terms the problem to be solved; itemises possible solutions; generally considers possible consequences before taking a decision; generally chooses best course(s) of action to be undertaken.	Isolates the problem to be solved and describes it in specific terms; itemises very plausible solutions; gives thorough/detailed consideration of possible consequences before taking a decision; routinely chooses best course(s) of action to be undertaken.
Use a variety of technologies under supervision.	Seldom follows guidelines given for use of technology; makes limited use of technology.	Sometimes follows guidelines given for use of technology; makes some use of technology.	Often follows guidelines given for use of technology in; generally makes appropriate use of technology.	Generally follows guidelines given for use of technology; generally uses technology strategically for a variety of purposes.	Appreciates the importance of following guidelines given for use of technology; uses technology innovatively for a variety of purposes.
Play imaginatively and constructively.	Makes rare use of everyday items; rarely creates games; has difficulty getting into character as they portray roles; does not create simple virtual scripts for scenarios; rarely expresses thoughts and feelings using verbal and non-verbal forms.	Makes limited use of everyday items; creates games with some encouragement; may get into character as they portray roles; sometimes creates simple virtual scripts for scenarios; occasionally expresses thoughts and feelings using verbal and non-verbal forms.	Makes creative use of everyday items; frequently creates games spontaneously; gets into character as they portray familiar roles; often creates virtual scripts for scenarios in most instances; often expresses thoughts and feelings using creative verbal and non-verbal forms.	Makes creative and innovative use of everyday items; creates games spontaneously; gets into character as they portray roles; generally creates virtual scripts for scenarios; generally expresses thoughts and feelings using creative and unique verbal and non-verbal forms.	Makes creative and innovative use of everyday and virtual items; skilfully creates games; gets into character as they portray real and imagined roles; creates complex virtual scripts for scenarios; adeptly expresses thoughts and feelings using creative and unique verbal and non-verbal forms.
Work collaboratively and	Is generally impatient and distracted as others share	Is sometimes impatient and distracted as others share	Often listens patiently and attentively to the views and	Listens actively to the views and ideas of others;	Listens actively and appreciatively to the views

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<p>co-operatively with others.</p>	<p>their views and ideas; rarely gives others opportunity to assume roles in activities; is not generally respectful of others as (s)he shares views and ideas or is hesitant to voice his opinion; participation in group activities is minimal; is generally impulsive/imprudent in his use of resources; pays scant attention to conversation etiquette during collaboration; does not attempt to settle disputes in acceptable ways; regularly uses the property of others without first seeking permission.</p>	<p>their views and ideas; infrequently gives others opportunity to assume roles in activities; is not often respectful of others as when views and ideas are shared or is hesitant to voice his opinion; participation in group activities is infrequent; is often impulsive/imprudent in his use of resources; pays some attention to conversation etiquette during collaboration; may attempt to settle disputes in acceptable ways; sometimes uses the property of others without first seeking permission.</p>	<p>ideas of others; often gives others opportunity to share their views and ideas and assume roles in activities; often shares views and ideas respectfully and confidently; participates responsibly in most group activities; often shares resources with fairly; usually pays attention to conversation etiquette during collaboration; settles most disputes amicably; often seeks permission before using the property of others.</p>	<p>generally gives others opportunity to share their views and ideas and to assume roles in activities; generally shares views and ideas respectfully and confidently; participates responsibly in group activities; generally shares resources fairly; generally pays attention to conversation etiquette during collaboration; generally settles disputes amicably; generally seeks permission before using the property of others.</p>	<p>and ideas of others; habitually gives others ample opportunity to share their views and ideas and to assume roles in activities; crafts and convincingly and respectfully presents his views and ideas; is very responsible when participating in group activities; shares resources fairly; displays competence in conversation during collaboration; settles disputes skilfully and amicably; has distinguished himself as one who seeks permission before using the property of others.</p>
<p>Engage in learning with creativity and imagination.</p>	<p>Is unable to visualize new methods for solving problems and dealing with challenges and using everyday materials in a creative manner to represent ideas; seldom uses dance, music, role play</p>	<p>Has some difficulty : visualizing new methods for solving problems; dealing with challenges; using everyday materials in a creative manner to represent ideas. Sometimes uses dance, music, role play</p>	<p>Often visualizes new methods for solving problems; dealing with challenges; uses everyday materials in a creative manner to represent ideas; often uses dance, music, role play and visual arts to clarify</p>	<p>Generally visualizes new and unique methods for solving problems and dealing with challenges; uses everyday materials in a unique and creative manner to represent ideas; uses dance, music, role play and visual</p>	<p>Visualizes new, unique and complex methods for solving problems and dealing with challenges; represents thoughts, emotions and ideas in a variety of innovative modes; effortlessly</p>

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	and visual arts to clarify and present thoughts, emotions and ideas; needs much guidance to develop routines for aiding long term retention.	and visual arts to clarify and present thoughts, emotions and ideas; needs some guidance to develop routines for aiding long term retention.	and present thoughts, emotions and ideas; is often able to develop personal routines for aiding long term retention after shared experiences.	arts to clarify and present thoughts, emotions and ideas; develops personal routines for aiding long term retention after individual reflection.	develops personal routines for aiding long term retention. Is capable of developing routines for aiding long term retention for self and others.
<b><u>Disposition</u></b> Demonstrate basic courtesy in relationships while working and playing with others.	Has difficulty in establishing and maintaining personal boundaries; rarely considers the personal space of others; rarely exchanges greetings and pleasantries. e.g. Good morning; randomly employs appropriate tone of voice and terminology when addressing others; rarely addresses others using their ascribed titles; rarely speaks respectfully of and to others.	Sometimes establishes and maintains personal boundaries; sometimes considers the personal space of others; sporadically exchanges greetings and pleasantries. e.g. Good morning; sometimes employs appropriate tone of voice and terminology when addressing others; sometimes addresses others using their ascribed titles; occasionally speaks respectfully of and to others.	Often establishes and maintains personal boundaries; often respects the personal space of others; often exchanges greetings and pleasantries. e.g. Good morning; generally employs appropriate tone of voice and terminology when addressing others; usually addresses others using their ascribed titles; often instances speaks respectfully of and to others.	Generally establishes and maintains personal boundaries; generally respects the personal space of others; often exchanges greetings and pleasantries. e.g. Good morning. Generally uses appropriate tone of voice and language terminology when addressing others; addresses others using their ascribed titles; generally speaks respectfully of and to others.	Clearly establishes and maintains personal boundaries; defends others' right to personal space; instinctively uses exchanges greetings and pleasantries. e.g. Good morning. Uses appropriate tone of voice and terminology when addressing others; addresses others using their ascribed titles and appropriate measures of deference; spontaneously willingly speaks respectfully of and to others.
Joy in and enthusiasm for learning.	Is generally hesitant to engage in learning activities; lacks interest in and an appreciation for learning; generally participates half-	Is sometimes hesitant to engage in learning activities; sometimes lacks interest in and an appreciation for learning;	Is engaged in learning activities; often expresses interest in and an appreciation for learning; often participates	Is eager to engage in learning activities; expresses interest in and an appreciation for learning; participates wholeheartedly	Volunteers to engage in learning activities; is enthusiastic about and has a deep appreciation for learning; zealously creates

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	heartedly in classroom tasks; sometimes enjoys learning activities; seldom seeks opportunity to learn.	often is disinterested in classroom tasks; sometimes enjoys learning activities; sometimes seeks opportunity to learn.	wholeheartedly in classroom tasks; often enjoys learning activities; often seeks opportunity to learn.	in classroom tasks; enjoys learning activities; seeks opportunity to learn.	conditions for learning.
<b>Show increasing self-confidence</b> in a variety of learning and social situations.	Is confused about feelings, thoughts and ideas; doubts his ability to respond in social and learning scenarios; is reluctant to voice opinions; is not comfortable working as part of a group.	Is sometimes aware of feelings, thoughts and ideas; inconsistent ability to respond in social and learning scenarios; sometimes voices opinions; is sometimes comfortable working as part of a group.	Has a general understanding of his feelings, thoughts and ideas; responds confidently in most social and learning scenarios; voices opinions confidently most times; is usually comfortable working as part of a group.	Identifies feelings and organises thoughts and ideas with minimal support; responds with confidence in social and learning scenarios; voices opinions confidently; is comfortable working as part of a group.	Articulates feelings, thoughts and ideas; is reasonably assertive in his responses to social and learning scenarios; comfortably assumes leadership roles while working as part of a group.
Act responsibly under supervision as a caring steward of the environment.	Makes indiscriminate use of materials and resources; disposes of waste material haphazardly; personal space is sometimes untidy; is sometimes reluctant to participate in environmental projects; sometimes suggests solutions to environmental issues within the school community.	Sometimes uses materials and resources with some level of discretion; sometimes disposes of waste material in appropriate ways; sometimes keeps personal space tidy; sometimes participates willingly in environmental projects; sometimes suggests solutions to environmental issues within the school community.	Often uses materials and resources with discretion; usually disposes of waste material in appropriate ways; generally keeps personal space tidy; often participates willingly in environmental projects; often suggests solutions to environmental issues within the school community.	Generally uses materials and resources conservatively; disposes of waste material in appropriate ways; keeps personal space tidy; participates willingly in environmental projects; suggests solutions to environmental issues within the school community.	Is responsible in his choice and use of materials and resources; researches and chooses most appropriate ways for disposing of waste material; uses his initiative to keep his personal space tidy; eagerly participates in environmental projects; suggests solutions to environmental issues within the school and wider community.
Demonstrate a willingness to join groups.	Is unsure of himself and his ability to work with others; sometimes doubts that he	Sometimes exhibits positive self-concept; sometimes demonstrates	Demonstrates a generally positive self-concept; at times holds himself in high	Demonstrates a clearly positive self-concept; holds himself in high esteem; is	Has a sound sense of self- is keenly aware of his abilities and is reasonable



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	can add value to the group or activity; hesitates to participate in group activities.	self- esteem; is sometimes confident in his ability to work with others; sometimes believes that he can add value to the group or activity; may volunteer to participate in group activities if encouraged.	esteem; is ordinarily confident in his ability to work with others; most times believes that he can add value to the group or activity; volunteers to participate in group activities.	confident in his/her ability to work with others; believes that he/she can add value to the group or activity; volunteers to participate in group activities.	in his expectations of himself; adds significant value to groups of which he is a member.
Consistently demonstrate fair and equitable habits at work and play.	Seldom demonstrates acts of fair play during games and play; unwilling to allow others to take turns; seldom listens to the views of others with respect; seldom includes others in activity; rarely considers the needs of others; rarely speaks in defence of others when the benefits of doing so are obvious.	Occasionally demonstrates acts of fair play during games and play; sometimes allows others to take turns; in some instances listens to the views of others with respect; sometimes includes others in activity; at times considers the needs of others; speaks in defence of others when the benefits of doing so are obvious.	Often demonstrates acts of fair play during games and play; often allows others to take turns; often listens to the views of others with respect in most instances; often invites others to participate in activity most times; ordinarily considers the needs of others; often speaks in defence of others.	Demonstrates acts of fair play during games and play; allows others to take turns; listens to the views of others with respect; invites others to participate in activity; considers the needs of others; speaks in defence of others when necessary.	Insists on fair play during games and play; advocates for the rights of others' to be included in activities and to have a voice; shows deep consideration for the needs of others; initiates activities which facilitate inclusiveness.