

## COMPETENCY PROGRESSIONS

**Competencies** are combinations of knowledge, skills, and characteristics that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subjects and enhance foundational literacy and numeracy. Competencies work together with learning outcomes to prepare Alberta students for successful and fulfilling lives and to make meaningful contributions to their communities and the world. The Competency Progressions identify behaviours that students may demonstrate by the end of the divisional age range.

Competency	Report Card Statement	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	Division 2 (ages 9–11)
<b>Critical Thinking</b> involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.	<ul style="list-style-type: none"> <li>▪ Students can consider multiple perspectives</li> <li>▪ Students ask questions to build their knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ I wonder about the world around me.</li> <li>▪ I think about and share experiences or feelings.</li> <li>▪ I make predictions based on prior knowledge.</li> <li>▪ I make choices based on what I like or know.</li> <li>▪ I recognize how my thoughts, words, or actions affect others and myself.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I ask relevant questions to help me learn.</li> <li>▪ I use simple criteria to form opinions or make decisions.</li> <li>▪ I synthesize new understandings by comparing and contrasting information.</li> <li>▪ I reflect on contexts or experiences that influence my thinking.</li> <li>▪ I consider how my thoughts may be similar to or different from those of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I pose questions to analyze information or evidence.</li> <li>▪ I begin to analyze complex issues and ideas based on criteria I help to develop.</li> <li>▪ I evaluate the effectiveness of my own thinking or that of others.</li> <li>▪ I make inferences, predictions, or decisions based on information.</li> <li>▪ I consider perspectives that do not fit with my understandings.</li> </ul>
<b>Problem Solving</b> involves selecting strategies and resources to move from what is known to what is sought.	<ul style="list-style-type: none"> <li>▪ Students can make inferences, predictions, and decisions based on their knowledge</li> <li>▪ Students use strategies and resources to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ I communicate when I have a problem.</li> <li>▪ I ask questions to help me solve problems.</li> <li>▪ I explore ways to overcome challenges independently or with others.</li> <li>▪ I try new ways to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I rephrase problems to clarify understandings.</li> <li>▪ I determine information that is relevant to help me solve problems.</li> <li>▪ I consider the possible outcomes of solutions.</li> <li>▪ I work toward solving problems even when there are challenges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I acquire and select information to identify problems.</li> <li>▪ I generate solutions to complex problems based on criteria I help to develop.</li> <li>▪ I predict the possible outcomes of multiple courses of action.</li> <li>▪ I identify impacts of possible solutions.</li> <li>▪ I reflect on and revise approaches to solve challenges creatively.</li> </ul>
<b>Research and Managing Information</b> involves research skills as well as organizing and using information for specific purposes.	<ul style="list-style-type: none"> <li>▪ Students gather and organize information from sources to enhance understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use my senses to learn about the world around me.</li> <li>▪ I connect new information with things I already know.</li> <li>▪ I use information to understand my world and myself.</li> <li>▪ I share my ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I collect information for a specific audience or purpose.</li> <li>▪ I organize and combine information from a number of sources.</li> <li>▪ I consider the content of information to determine its use.</li> <li>▪ I reference the source of information when using someone else’s ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I reflect on information gathering processes and revise if necessary.</li> <li>▪ I gather and organize information from multiple sources to enhance or clarify understandings.</li> <li>▪ I verify the accuracy of information collected from a variety of sources.</li> <li>▪ I apply socially accepted protocols when using, sharing, and storing information.</li> </ul>
<b>Creativity and Innovation</b> involves generating and applying knowledge and skill to create something new of value.	<ul style="list-style-type: none"> <li>▪ Students generate, apply knowledge and skill to create something new</li> </ul>	<ul style="list-style-type: none"> <li>▪ I create to learn and have fun.</li> <li>▪ I use my imagination to combine materials or ideas to create something new.</li> <li>▪ I change my creations based on new ideas, information, or materials.</li> <li>▪ I try new ways of doing things.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I create in a variety of environments for specific audiences and purposes.</li> <li>▪ I seek out the knowledge or resources needed to transform my ideas into creative works.</li> <li>▪ I use individual or group brainstorming to build or expand my ideas.</li> <li>▪ I work toward achieving creative goals even when there are challenges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I create in a variety of contexts and with a variety of audiences to enhance learning, develop abilities, or communicate an intent.</li> <li>▪ I experiment with ideas, materials, or processes to express myself.</li> <li>▪ I evaluate and adapt creative ideas, products, or services in response to emerging conditions.</li> <li>▪ I understand that new challenges can help me develop resilience.</li> </ul>

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Competency	Report Card Statement	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	Division 2 (ages 9–11)
<b>Communication</b> involves sharing ideas through oral, written, or non-verbal media.	<ul style="list-style-type: none"> <li>▪ Students sharing ideas through oral, written, or non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ I listen to others and respond to simple questions.</li> <li>▪ I communicate verbally or non-verbally.</li> <li>▪ I describe or represent my experiences, ideas, or feelings.</li> <li>▪ I communicate to interact, learn, or have fun.</li> <li>▪ I use a range of terms and symbols to express or interpret messages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I communicate with peers and adults for specific purposes.</li> <li>▪ I use a variety of formats to communicate.</li> <li>▪ I use language structures and conventions that are appropriate for the context to interact with others.</li> <li>▪ I consider the contributions and feelings of others when exchanging ideas or information.</li> <li>▪ I paraphrase or restate messages to confirm understandings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I communicate with audiences in a variety of contexts to enhance learning, develop relationships, or complete tasks.</li> <li>▪ I apply appropriate language conventions and protocols when receiving or expressing messages with varied audiences.</li> <li>▪ I respect social or cultural practices in formal and informal situations when communicating with others.</li> <li>▪ I consider the influence of emotions on behaviour, learning, and relationships when building shared understandings.</li> <li>▪ I share interpretations of ideas or information logically and clearly, using effects to enhance communications.</li> </ul>
<b>Collaboration</b> involves working with others to achieve worthy common goals.	<ul style="list-style-type: none"> <li>▪ Students work with other to achieve common goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ I interact in groups to learn and have fun.</li> <li>▪ I take turns when learning and playing with others.</li> <li>▪ I am a courteous member of my learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I experience a variety of roles when engaging in collaborative activities.</li> <li>▪ I contribute actively and respectfully to group work.</li> <li>▪ I encourage others to contribute their points of view when working toward group goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I exchange ideas and information respectfully when collaborating in digital or non-digital environments.</li> <li>▪ I encourage or assist others to successfully fulfill obligations associated with roles and responsibilities to contribute to group success.</li> <li>▪ I nurture positive relationships through compromise and being flexible.</li> <li>▪ I demonstrate sensitivity and respect for diversity when working with others to achieve a common goal.</li> </ul>
<b>Citizenship</b> involves participating in the institutions of our society as educated citizens. Students share responsibilities and approach the world with empathy, intellectual curiosity, and humility.	<ul style="list-style-type: none"> <li>▪ Students demonstrate a shared responsibility for their school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ I interact with people in my communities.</li> <li>▪ I advocate for myself to experience success in learning and play.</li> <li>▪ I help others in familiar environments.</li> <li>▪ I make decisions based on what I like or know.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I consider similar or different points of view across a variety of contexts.</li> <li>▪ I consider positive and negative outcomes of decisions made in familiar contexts.</li> <li>▪ I fulfill obligations to my groups and communities.</li> <li>▪ I advocate for fair treatment of members of my groups and communities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I identify and apply approaches to reach shared understandings between differing perspectives.</li> <li>▪ I use constructive decision-making processes to address individual or common interests.</li> <li>▪ I initiate or organize activities or events that address a common need.</li> <li>▪ I explain more than one perspective that is relevant to an idea, a decision, or an action.</li> </ul>
<b>Personal Growth and Well-being</b> involves managing emotional, intellectual, physical, social, and spiritual aspects of living well. Students develop character and talent and apply the virtues of wisdom, courage, self-control, justice, charity, and hope.	<ul style="list-style-type: none"> <li>▪ Students demonstrate empathy, intellectual curiosity, and humility</li> <li>▪ Students apply strategies to demonstrate self-control and self-regulation</li> <li>▪ Students sets goals address their personal growth and demonstrate perseverance</li> </ul>	<ul style="list-style-type: none"> <li>▪ I seek out experiences that make me happy.</li> <li>▪ I recognize and share my interests.</li> <li>▪ I participate in new learning situations.</li> <li>▪ I explore relationships through day-to-day interactions.</li> <li>▪ I communicate needs for comfort or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I set goals to help address my wants or needs.</li> <li>▪ I connect available resources to choices and opportunities.</li> <li>▪ I recognize relationship boundaries.</li> <li>▪ I communicate how groups and individuals care for each other.</li> <li>▪ I adjust my actions in response to setbacks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I develop and apply strategies to accomplish personal and common goals.</li> <li>▪ I use personal skills and abilities, programs, or relationships to support growth and well-being.</li> <li>▪ I examine potential risks to privacy or emotional safety when making healthy decisions.</li> <li>▪ I develop or maintain social networks to support well-being.</li> <li>▪ I perform multiple attempts and encourage others to persist with challenging tasks.</li> </ul>

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