COMPREHENDS

Applies strategies (summarizing, generating questions etc.) and uses text features as cues to identify themes, key messages, ideas and/or tone as a means to consider context, purpose, and perspective of the text

Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s)

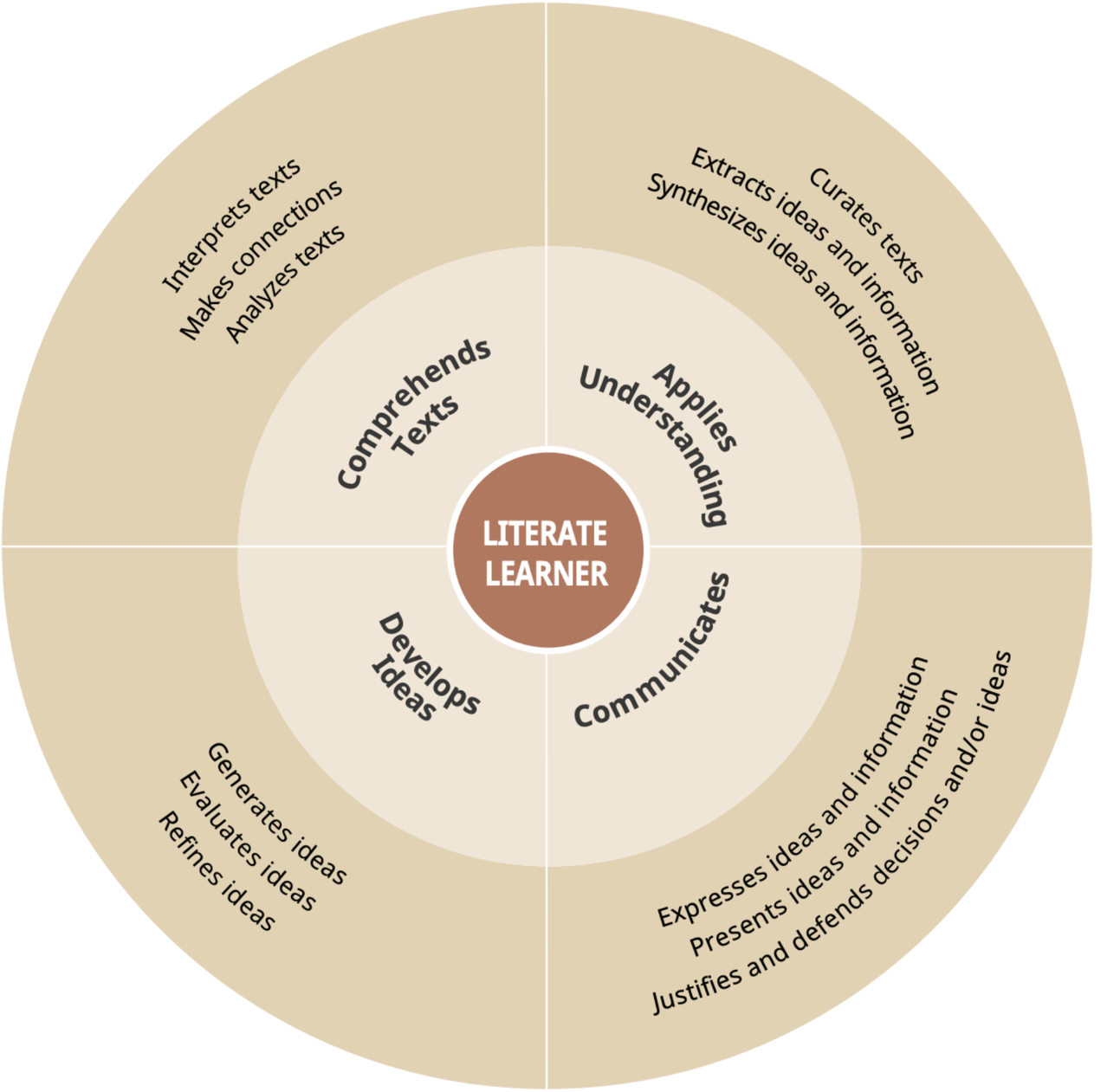
Formulates reasonable predictions and inferences; asks and considers others' exploratory (open-ended, creative, generative) or reflective questions to deepen understanding of text(s)

DEVELOPS

Generates relevant ideas using experiences and a variety of strategies (peer discussion, research etc); selects idea(s) to support task and purpose

Assesses the generated idea(s) using strategies (self/peer assessment, feedback collection) and applies criteria (provided, co-created, self-generated) to determine the usability of the idea in relation to the task and purpose

Selectively applies relevant feedback to refine idea(s) and/or supporting details.



APPLIES

Evaluates the relevance and reliability (accuracy, authenticity, trustworthiness) of text, and selects appropriate text(s) to support the task and purpose

Extracts relevant ideas and information from a range of multiple texts (oral, visual, digital etc) to support purpose and inquiry

Connects and integrates ideas and information from multiple texts to form and support new ideas

COMMUNICATES

Explains learning and/or ideas, using learning area materials (vocabulary, images, manipulatives, text features, graphs, data, conventions etc)

Presents relevant material, information and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose

Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text (s) with reasoning

Courtesy of the BC Ministry of Education https://curriculum.gov.bc.ca/learning-pathways

INTERPRETS

Makes relevant connections to fully understand a real-world problem (contextual, relevant, personally/locally/globally meaningful)

Extracts relevant information from the presented problem and other resources as needed to solve the problem

Identifies relevant explicit parameters (factors that define the problem) and limitations (constraints in a real-world context) needed to solve the problem

COMMUNICATES

Effectively represents the complete process and solution, using appropriate presentations (e.g., bulleted explanation, equation, graph, model, map, table, array)

Accurately explains their problem-solving approach (e.g., process: making a model; tool: calculator; strategy: using an equation), identifying its limitations and assumptions

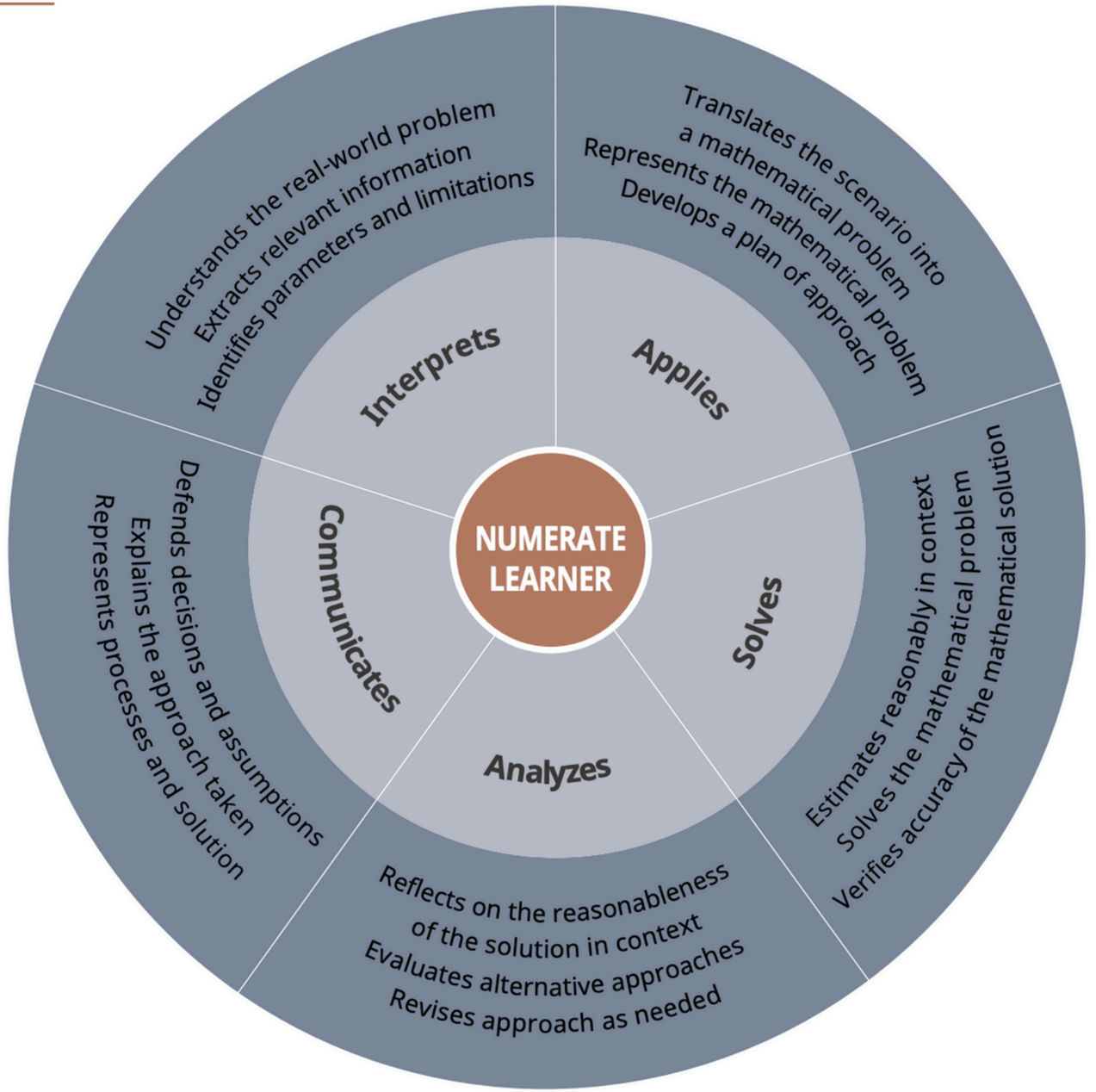
Presents a logical argument and justifies their decisions and assumptions

ANALYZES

Reflects on the validity (accuracy in context) of their solution within the context of the problem

Evaluates the benefits and limitations of alternative approaches (e.g. peer- or teacher-driven approach)

Revises (reflects and adjusts) approach, using the benefits and limitations of alternative approaches to solve the problem



APPLIES

Applies the mathematical understanding (refer to Math curriculum) needed to translate an unfamiliar (previously unseen or unmodelled) scenario into a mathematical problem

Clearly represents the mathematical problem by choosing an appropriate model(s) (e.g., concrete materials, diagrams, equations)

Uses mathematical reasoning to develop a logical and organized plan (an intentional sequence of steps with an end goal) that applies appropriate mathematical tools and/or strategies (e.g., using a tool (calculator), picture, graph, equation)

SOLVES

Estimates reasonably within the context and parameters of the scenario, using appropriate benchmarks (e.g., perfect squares, volume; Arts: rhythm, pattern; Science: trend, frequency; Language Arts: pattern; ADST: materials needed)

Solves the mathematical problem, using effective strategies (e.g., using a tool (calculator), picture, graph, equations, concrete materials, and/or models) as needed

Verifies the accuracy of their results and/or solution, using reasonable estimates and other familiar strategies (e.g., using a tool [calculator], alternate algorithm, picture, graph); identifies factors that could affect accuracy of results

Courtesy of the BC Ministry of Education https://curriculum.gov.bc.ca/learning-pathways

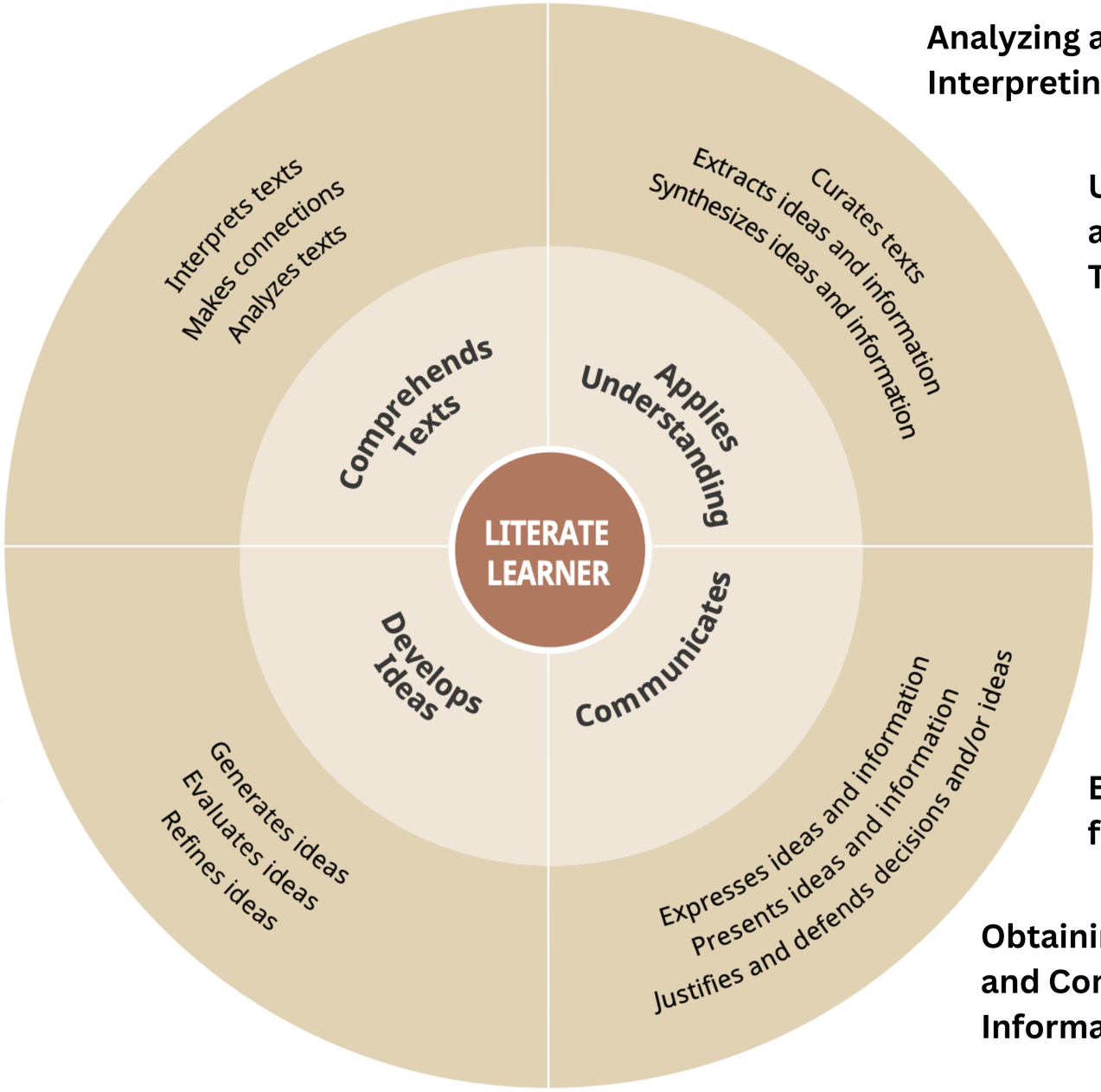
COMPREHENDS

APPLIES

DEVELOPS

COMMUNICATES

LEARNING PATHWAYS X NGSS SEPs



COMPREHENDS

Asking Questions and Defining Problems

Analyzing and Interpreting Data

APPLIES

Using Mathematics and Computational Thinking

Constructing Explanations and Designing Solutions

DEVELOPS

Planning and Carrying Out Investigations

Developing and Using Models

COMMUNICATES

Engaging in Argument from Evidence

Obtaining, Evaluating, and Communicating Information