

Grade 2 Science - Summative Assessment

Big Idea:

- Water is essential to all living things, and it cycles through the environment.

Content:

Local First People's knowledge of water:

- water cycles
- conservation
- connection to other systems
- cultural significance of water (i.e., water is essential for all interconnected forms of life)

Curricular Competencies:

- Communicate observations and ideas using oral or written language, drawing, or role-play (communicating)
- Express and reflect on personal experiences of place (communicating)
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge (processing and analyzing data and information)

Learning Basket Collection				
	Emerging	Developing	Proficient	Extending
Relationality & Connection to Place How does the basket show your relationship to the tmicw (land)?	Your basket shows a basic connection to the land. Similar to a single visit or observation.	Your basket collection shows a developing personal connection. You can describe what you noticed and how you felt when you were on the land.	Your basket collection shows a personal and respectful relationship with the place. You are able to explain what is in there and how they are interconnected to how and why the place is significant.	Your basket collection demonstrates a deep, reflective relationship. You can clearly understand how you are connected to the land and how this relationship influences your actions and perspective.
Story & Intergenerational Knowledge How do you use stories to share the séwílkwe (water) cycle understanding?	The storytelling (oral/written) is a simple report of facts or <i>water cycle and conservation</i> . It is missing your narrative or personal voice.	The storytelling includes some personal narrative and basic observations. The connection between the story and the	The storytelling is engaging and weaves personal experience and land-based observations into a cohesive narrative about the <i>water cycle</i>	The storytelling is powerful and authentic. There are strong connections between personal knowledge, connections to land, and the

		<i>water cycle and conservation</i> is not fully developed.	<i>and conservation.</i> You can connect your learning to knowledge shared by an Elder, Knowledge Keeper, or community members.	ability to show how Indigenous and Western knowledge can be woven together.
Presentation & Cultural Safety Is your basket shared in a respectful and in an authentic way? Do the items you have included weswísem (honour) culture?	The basket is disorganized. Photos, video and audio are used without clear purpose or respect for the subject. Language may be careless or disrespectful.	The basket is organized and media is used, but does not always enhance the subject or content. Language is respectful but may lack cultural consideration.	The basket is thoughtfully organized. Media is used to enhance the subject/content and shows a deeper and respectful understanding of land use, culture and language.	The basket provides a powerful immersive experience. The use of media demonstrates a high level of cultural understanding, and respect.

Elder, Knowledge Keeper, Community Collaboration:

Any connections to this group in helping to develop the assessment tool can be noted here. Indigenous teachings should reflect the holistic approach to this assessment when possible. Elders or others may want to do some of the assessments as part of the process.

Student Collaboration:

Students will be able to have a voice in how and what they present through building the assessment tool and these ideas can be noted here for them to refer back to.

E.g.

I will talk to my **qellmín** (parents, grandparents, or a family Elder) about how the **séwílkwe** (water) cycle and the seasons connect. I will record this to share their knowledge.

I am going to record a video to share my learning instead of writing it.

I will include 4 photos in my basket.

Indigenous words taken from [First Voices website](#)