

Foundation Learning

Geraldine High School

Parent / Caregiver Edition 2023

Dear parents and caregivers,

After two years of preparation, Geraldine High School is introducing a new assessment and reporting system which we hope will benefit our students and increase the value of the information the school shares with you about their progress.

The rationale behind introducing Foundation Learning is to increase the performance levels of students at our school through having a coherent and consistent system of assessment and reporting which will challenge students no matter their ability.

The concept of Foundation Learning combines elements of NCEA, Bloom's Taxonomy, PISA (the OECD's Programme for International Student Assessment), the current New Zealand Curriculum, and other often sought-after generic skills which we have called the Key Capabilities, which encompass everything students will experience at school. The 8 Key Capabilities are:

Critical and Creative Thinking

Relating to Others

Managing Self

Participating and Contributing

Verbal Skills

Visual Skills

Digital Skills

Written Skills

The immediate intention is to give students a sense of purpose and meaning at school by clearly emphasizing performance and enabling students to see their strengths and weaknesses, therefore, giving students a clear opportunity to improve.

The longer-term goals of Foundation Learning are improving academic results and preparing students for life after leaving school. As students pass through the different year levels, Foundation Learning clearly connects and aligns them to make sure students are fully prepared to enter NCEA at Year 11. While success in NCEA is seen as optimal, it is also important to grow the Key Capabilities, so students are prepared for their future endeavours upon leaving school.

This new system will increase the amount of information sent home through the reports and will allow you to be more informed of how your child is progressing and clearly identify whether they deserve a pat on the back, or maybe, where they need to improve.

This booklet is designed to help you understand the new system but if you have any questions, please email me at b.cosgriff@geraldinehs.school.nz.

Regards,

Billy Cosgriff

Foundation Learning Lead

HOW WILL ASSESSMENT WORK

Here are some of the key points:

- All subject assessments from Years 7 to 10 will have the same format
- There is a new grading system which will give grades for the topic, curriculum focus, and Key Capabilities
- The standard of work expected will increase through the types of questions being asked
- Feedback about the work will help students improve more quickly
- All aspects of work will be reported through the school system of Kamar

The new grading system

The table below shows how we are going to measure progress.

We are moving away from levels, and the basic Not Achieved, Achieved, Merit and Excellence and changing to the 8-point system used in NCEA exams. See ①. Each of those 8 points has a descriptor. See ②

If a student is doing a test which is out of 100% we will use the percentages shown to determine the grade. See ③

The Key Capabilities have different descriptors and students will be given a grade based on how well and how often they show that particular skill. See ④ and ⑤

We are doing this so students can see their progress more clearly.

① Curriculum Grading Guide			⑤ Key Capability Guide	
Grade	Descriptor Level	Percentage	Descriptor Level	Magnitude and Frequency
E8	High Excellence	85-100	Advanced	Exceptional & Always
E7	Low Excellence	75-84	Advanced	Very Strong & Always
M6	High Merit	67-74	Proficient	Strong & Always
M5	Low Merit	60-66	Proficient	Strong & Usually
A4	High Achieved	50-59	Standard	Moderate & Usually
A3	Low Achieved	45-49	Standard	Moderate and Sometimes
N2	High Not Achieved	25-44	Limited	Weak and Sometimes
N1	Low Not Achieved	0-24	Limited	Weak and Rarely
N0	NYA	NYA	NYA	NYA

Assessment Questions

The tasks (questions) in the assessments are designed to extend students by using the high-level words used in NCEA. See ⑥ and ⑦

To get Excellence, students will need to show their ability to use the high-level word required in the assessment schedule, eg Analyse

Whereas, to get Achieved, students will need to show their ability to use the word required in the assessment schedule, eg Describe

⑥

⑦

GHS Written Assessment Base Words					
Grade	Level	Percentage	Generic Primary Words	Descriptors	Generic Secondary Words
E8	High Excellence	85-100	Analyse; Justify; Evaluate; Predict; Solve; Discuss; Propose; Synthesize; Produce; Demonstrate; Integrate	Comprehensively; Convincingly; Critically; Perceptively; Proficiently	critically; significance; impact; positive; negative; cause; consequence; suitability; similarities; compare; contrast; differences; advantage; disadvantage; effect; extent; perceptively
E7	Low Excellence	75-84			
M6	High Merit	67-74	Explain; Apply; Interpret	Fully; Consistently; Effectively; With Depth, With Calculation	
M5	Low Merit	60-66			
A4	High Achieved	50-59	Describe; Identify; Outline; Use; Show; Draw, Calculate, Estimate		
A3	Low Achieved	45-49			
N2	High Not Achieved	25-44	Define; List; State; Retell		
N1	Low Not Achieved	0-24			
N0	NYA	NYA			

To help with understanding the base words a glossary has been created for reference.

[GHS Academic Word List](#)

Year Level Progressions

The school doesn't expect Year 7 students to be at the same level as Year 10 students so we have a set of descriptors to show the difference between Year levels. See ⑧

⑧

Year Level	Descriptor
Year 7	Briefly
Year 8	In Some Detail
Year 9	In Detail
Year 10	Comprehensively
NCEA	With Breadth and Depth

For example,

At Year 7, an answer would be 'analyse briefly' to attain E7.

At Year 8, an answer would be 'analyse in some detail' to attain E7.

At Year 9, an answer would be 'analyse in detail' to attain E7.

At Year 10, an answer would be 'analyse comprehensively with breadth or depth' to attain E7.

The next table goes a bit deeper and shows the expectations for each grade at each level.

For example,

At Year 7 if you can 'describe briefly' you will attain A3

At Year 8 if you can 'describe in some detail' you will attain A3 and so on.

Curriculum Writing Year: Level Progressions				
Grade	Year 7	Year 8	Year 9	Year 10
E8	∞ in some detail	∞ in detail	∞ comprehensively with breadth or depth	∞ comprehensively with breadth and depth
E7	∞ briefly	∞ in some detail	∞ in detail	∞ comprehensively with breadth or depth
M6	∞ in some detail	∞ in detail	∞ comprehensively with breadth or depth	∞ comprehensively with breadth or depth
M5	∞ briefly	∞ in some detail	∞ in detail	∞ in detail
A4	∞ in some detail	∞ in detail	∞ in detail	∞ in detail
A3	∞ briefly	∞ in some detail	∞ in some detail	∞ in some detail
N2	states	∞ briefly	∞ briefly	∞ briefly
N1	lists	states	states	states
N0	Not Yet Assessed	Not Yet Assessed	Not Yet Assessed	Not Yet Assessed

Marking Schedules

Every marking schedule reflects the tables above (with allowance for the special nature of the individual subjects students do)

Training For All Marking Schedule

	Movement concepts and motor skills	Personal health and physical development
	Year 10	Year 10
E8	Evaluates the method of training used comprehensively with breadth and depth	Evaluates how the fitness plan has enhanced your well-being comprehensively with breadth and depth
E7	Evaluates the method of training used comprehensively with breadth or depth	Evaluates how the fitness plan has enhanced your well-being comprehensively with breadth or depth
M6	Explains the method of training used comprehensively with breadth or depth	Explains how the fitness plan has enhanced your well-being comprehensively with breadth or depth
M5	Explains the method of training used in detail	Explains how the fitness plan has enhanced your well-being in detail
A4	Describes the method of training used in detail	Describes how the fitness plan has enhanced your well-being in detail
A3	Describes the method of training in some detail	Describes how the fitness plan has enhanced your well-being in some detail
N2	Briefly describes the method of training used	Briefly describes how the fitness plan has enhanced your well-being
N1	States the method of training used	States how the fitness plan has enhanced your well-being
N0	Not Yet Assessed	Not Yet Assessed

The Key Capabilities

The Key Capabilities are a combination of the existing New Zealand Curriculum Key Competencies and other skills required from students in study and future work. The Key Capabilities can be measured in assessment or class work by looking at how often (frequency) and how much (magnitude) they show the capability.

Measurement		Thinking	Communication Skills				Key Competencies		
Grade	Level	Critical & Creative Thinking	Visual	Verbal	Digital	Written	Managing Self	Participating & Contributing	Relating to Others
E8	Advanced	Exceptional and Always							
E7	Advanced	Very Strong and Always							
M6	Proficient	Strong and Always							
M5	Proficient	Strong and Usually							
A4	Standard	Moderate and Usually							
A3	Standard	Moderate and Sometimes							
N2	Limited	Weak and Sometimes							
N1	Limited	Weak and Rarely							
N0	Not Yet Assessed	Not Yet Assessed							

Each Key Capability has ‘Guiding Sub Competencies’ which outlines what the Key Capability is about. For example, Relating to Others is about Respecting Differences, Being Open-Minded, Listening Actively and Being Self Aware etc.

The full list of the Key Capabilities follows.

Key Capabilities Descriptors

Key Capability - Relating to Others			
The extent to which a student is able to interact effectively with a diverse range of people			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies
			Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	Respecting Others Showing Empathy Respecting Differences Being Open-Minded Listening Actively Being Self Aware Being Cooperative Being Inclusive
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capability - Managing Self			
The extent to which a student is able to take responsibility for directing one's own learning			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies
			Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	<p>Working Independently Meeting Deadlines</p> <p>Being Prepared for Class Displaying Time Management</p> <p>Being Punctual Conducting Self Appropriately</p> <p>Setting Goals and working to achieve them Following Instructions</p> <p>Asking for Help</p> <p>Showing Resilience</p>
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capability - Participating & Contributing			
The extent to which a student is actively involved in the opportunities offered			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies
			Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	Being Collaborative Building Consensus Cooperating Sharing Ideas Interacting with Others Being Inclusive Being Flexible Showing Leadership Valuing Individuals
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capability - Digital Skills

The extent to which a student is able to communicate effectively in a digital format for the audience and purpose			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	<p>Can interact with digital tools</p> <p>Considers the end-user when making decisions about creating, manipulating, researching or sharing digital content</p> <p>Considers aesthetics of outcome</p> <p>Credits intellectual property (referencing)</p> <p>Selects the most appropriate software and file types to develop and combine digital content</p> <p>Identifies any errors in the digital outcome and corrects them</p> <p>Creates an easily understood and navigable, interactive outcome</p> <p>The outcome is fully functional</p> <p><u>Digital Skills Sub Competency Elaboration</u></p>
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capability - Verbal Skills

The extent to which a student is able to communicate effectively in an oral format for the audience and purpose			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies
			Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	<p>Speaker is poised and uses precise diction and is compelling and authoritative.</p> <p>Speaker is able to adapt vocal delivery to suit various situations and is able to make decisions about the style of vocal delivery</p> <p>Speaker is able to connect with the audience, and use appropriate gestures, facial expressions and movement. Gains and maintains eye contact with the audience</p> <p>The audience has a clear and precise understanding of the content and the speaker commands the audience's attention</p> <p>The structure is deliberately crafted to create a particular effect</p> <p>Pronunciation is accurate</p>
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

The extent to which a student is able to communicate effectively in a written format for the audience and purpose			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies
			Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	<p>The structure of writing is controlled and coherent with evidence of planning</p> <p>Precise (subject) vocabulary is used that is appropriate and correct for the context</p> <p>Relevant content is used that is appropriate for the subject matter</p> <p>Accurate grammatical conventions are used with confidence</p>
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capability - Visual Skills			
The extent to which a student is able to present content or setting			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies
			Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	<p>Visual elements are used appropriately</p> <p>Balance Rhythm Repetition Dominance</p> <p>Presentation of visuals is accurate and orderly</p> <p>Effective techniques appropriate to subject are used eg images, photos, graphs, charts,</p> <p>Visual aids effectively convey a topic's meaning or argument to enhance audience understanding</p> <p>Visual aids are effectively used to illustrate concepts that cannot be fully conveyed through words alone</p>
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capability - Critical and Creative Thinking The extent to which a student is able to reason in an informed and fair-minded manner			
Grade	Level	Magnitude and Frequency	Guiding sub-competencies Teachers use these sub-competencies to guide them in their allocating of a grade - Students would be expected to show a wide range to be given a higher grade
E8	Advanced	Exceptional & Always	<p>Generating and seeking new ideas</p> <p>Ideas are sophisticated, perceptive and compelling Being comfortable with risks, uncertainty, and failure</p> <p>Connecting, reorganising, and refining ideas into a cohesive whole Realising ideas while recognising constraints Reflecting on processes and outcomes</p> <p>Identifying, clarifying, and organising information Considering points of view Applying sound reasoning to decision making</p> <p>Assessing validity and quality of information Reflecting critically on one's own reasoning and assumptions</p>
E7	Advanced	Very Strong & Always	
M6	Proficient	Strong & Always	
M5	Proficient	Strong & Usually	
A4	Standard	Moderate & Usually	
A3	Standard	Moderate and Sometimes	
N2	Limited	Weak and Sometimes	
N1	Limited	Weak and Rarely	
N0	NYA	Not Yet Assessed	

Key Capabilities - What is being looked for?

Here is a simpler explanation of the Key Capabilities which has been given to students to help them understand better and we have reminded them each subject will vary a little and there is always a bit of overlap between many of the Key Capabilities.

Relating to Others	One of the easier ones to understand, your teacher is looking to see how you get on with other people in the class (not just your friends) and any group work you do.
Participating and Contributing	Your teacher is seeing how much and how well you take part in the class. Do you ask questions and share your thoughts? Do you answer questions? Do you interact with others when needed?
Managing Self	Another simple one, this is all about being prepared for class, getting on with your work and being an independent learner.
Verbal Skills	This one is about how you speak, some assessments might ask you to share your work with the class but it is not about giving a long speech so don't panic. Are you confident and clear when you speak? Look at the list for this Key Capability to see more.
Visual Skills	Can you present your work (whatever form it is) in a presentable and effective manner or in a way it helps your audience to understand?
Digital Skills	Read the elaboration document on the Digital Skills explanation to see what this is about but it is basically about you and your computer and how well you use it to help your work.
Written Skills	With the new NCEA literacy requirements in Year 11, it has become really important to focus on your writing and doing the basic things right before you get there (it is also helpful to be able to do it right for lots of other reasons too). Full stops, proofreading, and thinking about your writing structure are what it is about.
Critical and Creative Thinking	It is important to show your thinking and understanding about what you are studying rather than just describing or explaining.

Reporting

All of the information from assessments and classwork will go into the new report format.

At the beginning of the report, this table will tell you what the grades mean. See ⑨

⑨

Grade	Level	Descriptor
E7 - E8	Advanced	This student is performing to a high level because they have demonstrated advanced skills and knowledge against the required criteria.
M5 - M6	Proficient	This student is performing to a higher than average level and has demonstrated proficient skills and knowledge against the required criteria.
A3- A4	Standard	This student is performing to an acceptable level because they have demonstrated the standard skill set or knowledge against the required criteria.
N1 - N2	Limited	This student is performing to an unsatisfactory level because they have demonstrated limited skills and knowledge against the required criteria.
N0	Not Yet Assessed	The student has not been assessed against the criteria at this time.

Each subject has 2 pages in the report. The first page is for topic and curriculum results. The curriculum outcomes grades are an average of all the grades entered for that particular outcome.




Social Studies

Attendance
10 / 11

Curriculum Topic	Description	Grade	Level
Past and Present	Understanding how life has changed and what it means for people today.	6	High Merit
Tourism	Understanding the importance of tourism and how to sustain it.	4	High Achieved
Poverty	Understanding the issue and effects of poverty and how to solve it.	5	Low Merit
Political Parties and Voting	Understanding New Zealand's political and voting system.	5	Low Merit
Aotearoa NZ's Histories	Understanding how our histories have shaped our present day lives.	7	Low Excellence

Curriculum Outcomes	Average Grade	Level
Social Decision Making - The capability to analyse people's values and perspectives to make informed decisions	5.4	Low Merit
Social Inquiry - The capability to collect, process, present and evaluate information on social issues	6	High Merit
Knowledge - The capability of understanding ideas and concepts	6	High Merit

The second page is for the Key Capabilities and the subject teacher's comment.

 Social Studies Attendance 10 / 11		
Key Capabilities		
<p>The key capabilities are a response to the often-sought-after skills required from an individual in both work and study and are measured against this criteria from their classwork.</p>		
Key Capability	Grade	Level
Relating to Others	5	Proficient
Managing Self	4.4	Standard
Participating and Contributing	4.6	Proficient
Digital Skills	5.4	Proficient
Verbal Skills	5.2	Proficient
Written Skills	4.2	Standard
Visual Skills	6.2	Proficient
Critical and Creative Thinking	6.2	Proficient
Teacher Comment <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		

The final page will have the average for the Key Capabilities across the subjects students do. Plus, the average for the Year level and a grade point average for all the Key Capabilities combined.



Overall Key Capabilities

The key capabilities are a response to the often-sought-after skills required from an individual in both work and study and are measured against this criteria from their classwork.

This page shows the overall average level for each Key Capability after all the subject results are combined together.

Key Capability	Grade	Level
Relating to Others	4.3	Standard
Managing Self	4.9	Proficient
Participating and Contributing	4.9	Proficient
Digital Skills	4.9	Proficient
Verbal Skills	5.4	Proficient
Written Skills	4.9	Proficient
Visual Skills	5	Proficient
Critical and Creative Thinking	4.9	Proficient

Students will be getting full reports (with subject teacher comments) at the end of Term 2 and the end of Term 4. There will be shorter reports at the end of Terms 1 and 3. There will also be parent-teacher interviews for more feedback on student performance.

Te Whare Ako

If you have a child in Te Whare Ako, there will be a different measurement system for academic work (see 10) but the same measurement scale for the Key Capabilities will be used in individualised student reports.

Te Whare Ako students who go out into mainstream options will not be assessed against the N0 to E8 scale, for consistency, they will be assessed against the TWA scale.

Te Whare Ako will, by and large, work on the same platform as the rest of the school.

⑩

Level of Expected Outcome	Rating
Much More Than Expected	5
More Than Expected	4
Expected Outcome	3
Less Than Expected	2
Much Less Than Expected	1