

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 | ② | ③ | ④ | ⑤ |
|--------------------------|-------------------|------------|----------------------|-------------------------|
| Curriculum Grading Guide | | | 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 | Working Independently Meeting Deadlines Being Prepared for Class Displaying Time Management Being Punctual Conducting Self Appropriately Setting Goals and working to achieve them Following Instructions Asking for Help Showing Resilience |
| 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 | |

| Key Capability - Written Skills 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 | The structure of writing is controlled and coherent with evidence of planning Precise (subject) vocabulary is used that is appropriate and correct for the context Relevant content is used that is appropriate for the subject matter Accurate grammatical conventions are used with confidence |
| 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

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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

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.

Attendance
10 / 11

| 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

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.

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| 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 |

