



Semester One - Record of Achievement

Beth Savage

10DH

June 2023

School Service / Cultural Activities

Choir:
Annie Production:
String Group:
Theatre Sports:

Achievement / Other Activities / Sport Activities

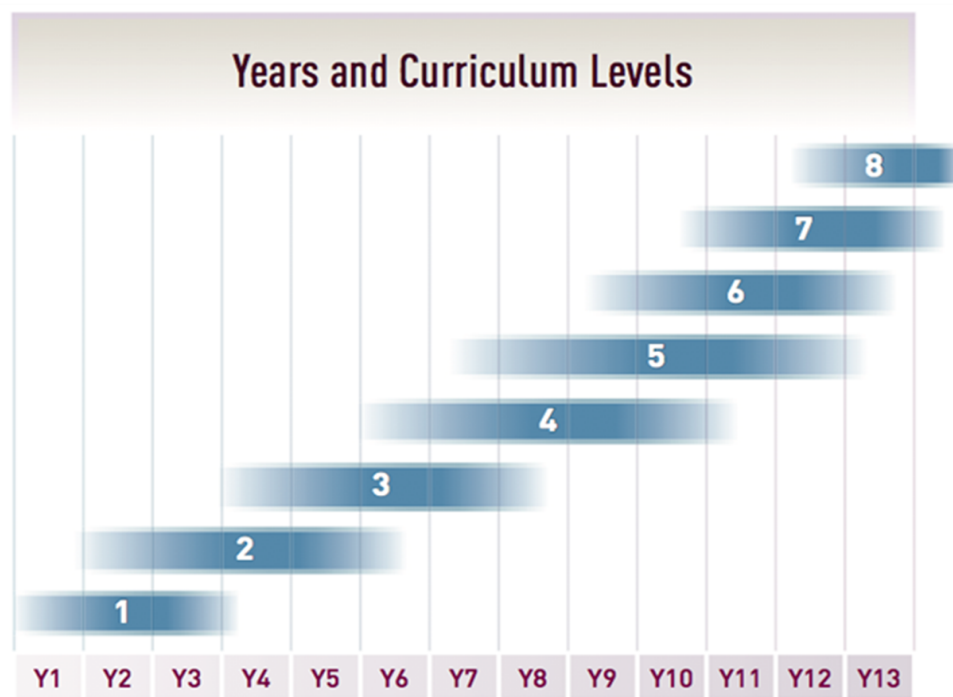
Awards

Whānau Teacher Comment

Beth has made a valuable contribution to our Whānau group through her consistent positive attitude and diligent approach to her studies. Her involvement in all things performing arts shows her love of it, and I am sure she enjoyed her time in the production of 'Annie Junior'. Beth has shown exceptional promise. I look forward to seeing her utilize the advice in this report to further her academic growth.

Mr D Hullen

Guide to Curriculum Levels: Middle School Years 7-10



Guide to Curriculum Levels: Middle School Years, 7 – 10

Your daughter's record of achievement (report) indicates a level of achievement as opposed to an achievement grade. These levels are based on the Curriculum Levels as outlined in the diagram above from the New Zealand Curriculum, 2007.

Curriculum Levels will vary between Departments and some use multiple Levels to determine your daughter's achievement:

Languages: students at Year 9 are working towards Curriculum Level 1, Year 10 towards Levels 3 and 4

Mathematics: students at Year 7 and 8 are working between Levels 2 and 5, Year 9 between Levels 2 and 5, Year 10 between Levels 3 and 6

English: students at Year 7 & 8 are assessed at Curriculum Level 3-4, Year 9 at Curriculum Level 4, Year 10 Curriculum Level 5

Within each Curriculum Level there are four degrees of attainment:

Beginning: Students are able to demonstrate some of the appropriate knowledge and skills

Developing: Students demonstrate partial mastery of the appropriate knowledge and skills

Accomplished: Students demonstrate the ability to successfully apply the appropriate knowledge and skills.

Excelling: Students demonstrate the ability to apply complex knowledge and skills appropriately.

ENGLISH

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Opinion Writing - Show an understanding of how to shape texts for different audiences and purposes				

Learning Habits

	Beginning	Developing	Accomplished	Excelling
Effort in Class				●
Participation in Class				●
Time Management				●
Independent Learning				●

Comment/Next Steps

Beth is a hardworking student of English who always aims to produce her best work. Having a strong grasp of the literacy skills required in Year 10, Beth is a competent writer who should now strive to add flair to her writing by developing her personal voice. Beth's Opinion Piece at the end of our News Media Unit was very pleasing; she can achieve even more highly by starting to incorporate more emotive and expressive language (if it suits the task) to add more interest to her written work. I look forward to seeing Beth's progress over the remainder of the year.

Ms M Rush

FRENCH

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Interaction - Communicate personal information, ideas and opinions in different situations				

Learning Habits

	Beginning	Developing	Accomplished	Excelling
Effort in Class				
Participation in Class				
Time Management				
Independent Learning				

Comment/Next Steps

Beth is a motivated student of French who takes her learning seriously. During the first part of the year, students have been practising the four skills of language learning (listening, speaking, reading and writing) whilst learning how to communicate about their town, past times and making plans with friends. Beth has completed an interaction task, deciding when and where to meet a friend and for what purpose. Beth should continue to revise notes at the end of each day to help solidify the learning she is doing in class. Beth works well on all tasks and it is a pleasure to teach her in French.

GRAPHICS

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Visual Communication- Perspective Drawing and skills tasks (Part One)				
Visual Communication- Perspective Drawing and skills tasks (Part Two)				
Knowledge of Design Practice - Students gain knowledge of approaches to design in practice, and an understanding of the nature of design				
Design Thinking - Can initiate and explore design ideas by applying judgements, specialist techniques and knowledge. (Architecture Unit)				
Visual Communication - Students can apply visual communication techniques and graphic design principles. (Architectural Model)				

Learning Habits	Beginning	Developing	Accomplished	Excelling
Effort in Class				
Participation in Class				
Time Management				
Independent Learning				

Comment/Next Steps

Beth has made a very pleasing start to the year. She has extended her skills and techniques associated with graphic design knowledge and thinking. Her technical skills demonstrate care and refinement and a high level of accuracy. Beth communicates her ideas well and looks for guidance or direction when it is needed. Her cabin design was well planned and used elevations to generate a well considered final design. I am looking forward to seeing the final model completed.

Mr J Rayner

MATHEMATICS & STATISTICS

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Number: Can use fractions, decimals, percentages and ratios, give numbers in standard form and round using significant figures.				
Trigonometry: Can apply and use SOHCAHTOA and Pythagoras' theorem in two dimensions				
Statistical Literacy – Can evaluate investigations, including data collection, displays of data, statistical reports and explain the validity of				

Learning Habits

	Beginning	Developing	Accomplished	Excelling
Effort in Class				●
Participation in Class				●
Time Management				●
Independent Learning				●

Comment/Next Steps

Beth is an excellent Mathematics student. She comes to class with a positive attitude and is always ready to learn. Beth has achieved highly in her assessments to date. I appreciate her willingness to be open to learning all things related to Mathematics. She demonstrates an ability to think things through independently to arrive at an answer. Beth has a wonderful support network around her, and it is exciting to listen to their Mathematical conversations. I am looking forward to how she approaches the upcoming Numeracy Examination in June. Beth is a pleasure to teach.

Miss K Dawe

MUSIC/MUSIC STUDIES

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Group Performance				
Listening and Appraising				
Theory				
Composing				

Learning Habits	Beginning	Developing	Accomplished	Excelling
Effort in Class				
Participation in Class				
Time Management				
Independent Learning				

Comment/Next Steps

Beth is as a courteous and helpful student. Her learning behaviour is exemplary; she is always totally focused and engaged with the task. During May, New Zealand Music Month, the class focussed on learning about Songwriting, currently we are working through the topics of musical structures and textures.

Ms T Riabinkina

PHYSICAL EDUCATION

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Regular Physical Activity - Demonstrate sense of responsibility for incorporating regular physical activity into their personal life				
Movement Skills - Demonstrate consistency and control of movement in a range of situations (Invasion games)				
Sport Specific Skills - Student "steps up" to undertake a range of roles within games. Student can consistently demonstrate the "right"				
Relationships with other people - Demonstrates a range of communication skills that will result in a positive interaction with others, when playing				

Learning Habits

	Beginning	Developing	Accomplished	Excelling
Effort in Class				
Participation in Class				
Time Management				
Independent Learning				

Comment/Next Steps

Beth has shown consistent application and enthusiasm in developing an understanding of the process of skill acquisition, using Badminton as a context. She was always prepared with the correct equipment and willing to fully involve herself in the activities, taking an interest and responsibility for personal improvement.

Ms K Fairbrother

PRODUCTION

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Developing Ideas in Drama	<div></div>	<div></div>	<div></div>	<div></div>
Developing Practical Knowledge in Drama	<div></div>	<div></div>	<div></div>	<div></div>
Understanding Drama in Context	<div></div>	<div></div>	<div></div>	<div></div>
Communicating and Interpreting in Drama	<div></div>	<div></div>	<div></div>	<div></div>

Learning Habits

	Beginning	Developing	Accomplished	Excelling
Effort in Class				●
Participation in Class				●
Time Management				●
Independent Learning				●

Comment/Next Steps

Beth has been an invaluable member of our weekly class. During Term 1, she carried out a wide variety of tasks with focus and enthusiasm in preparation for 'Annie Jr'. Beth was quick to process both the singing and dancing for this Production and we were fortunate to have her skills. I did enjoy her quirky cameo as 'Bundles' and appreciated her vocal reliability as the 'Star-To-Be'. This term, with her group, Beth is devising an original drama based on a 'murder mystery'. She will also visit the Craighead Kindergarten to perform a short piece using large puppets on the theme of 'Kindness to Friends'.

Mrs G Whittington

SCIENCE

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Atomic Science - Communication - Atom Model				
Atomic Science - Thinking Scientifically				
Atomic Science Test - Communication				
Force and Motion - Thinking Scientifically				

Learning Habits

	Beginning	Developing	Accomplished	Excelling
Effort in Class				●
Participation in Class				●
Time Management				●
Independent Learning				●

Comment/Next Steps

Beth is a polite and diligent student who strives to do well in Science. She works well with her peers and asks for help when it is needed for a class activity. Beth's score on the Chemistry end of topic test does not reflect the work she puts into class and her understanding of the key scientific ideas. Term Two has been focused on forces and how they impact the motion of objects. The students have had to plan and carry out a practical investigation into rubber bands and forces. Beth has a SCIPAD workbook as well as SCIPAD online to work through this year.

SOCIAL STUDIES

Empty assessment boxes below indicates that the strand is yet to be assessed or work is not submitted

Assessment	Beginning	Developing	Accomplished	Excelling
Skills Pre-Test				
Make informed ethical judgements about people's actions in the past.				

Learning Habits	Beginning	Developing	Accomplished	Excelling
Effort in Class				
Participation in Class				
Time Management				
Independent Learning				

Comment/Next Steps

Beth is a conscientious and positive student in Social Studies. She began the year scoring 31/50 in the pre-skills test and has already shown improvements. Social Science skills are a focus throughout the year with students having numerous opportunities to solidify and learn new skills. Beth is currently learning mapping skills such as scale, calculating distance and latitude and longitude. During independent learning, Beth focuses on the task given and manages her time accordingly to complete these by the due date. This will be important during our next unit, Human Rights as this is more student driven in preparation for NCEA.