

**Curriculum Area: The Arts – Visual Art**

**General Curriculum and Achievement Levels**

**Years 1/2 = Level 1 Years 3/4 = Level 2**

**Years 5/6 = Level 3 Years 7/8 = Level 4**

**L 3**

* Gives “ I Like” statements with reasons, including technical points
* Applies some of the techniques taught for a purpose in their work
* Shows some intentions and chooses materials for effect
* Gives one reason pictures or work has been done
* Their own ideas and imagination/creativity are seen within their works
* Gives personal opinions with reasons including the artist’s use of techniques
* Developing control over techniques to achieve a desired effect
* Makes and modifies plans or designs
* Chooses materials to achieve desired effects
* Is aware of art works within their environment
* Uses imagination and their own ideas (shows a deeper thinking/effort in their works)
* Builds upon others ideas if relevant
* Gives “ I like” statements with a simple reason
* Makes effects with simple tools
* Uses whole space and explores available materials
* Adds own ideas to a given model

***Children will be working at Level X, if they are able to confidently cover the following benchmarks for the following curriculum area.***

**L 2**

**L 1**

* Compares works critically, offering their own opinions with reference to agreed criteria (accepts that others views differ/ deeper understanding)
* Uses previous knowledge and experiments with tools and techniques to create effects
* Uses and develops plans or designs which include choice of tools and materials
* Sources their own materials if appropriate
* Can explain why art is valued and recognise some styles and conventions
* Their own ideas and imagination is developing into a personal style/ moving forward in style etc

**L 4**

C. Stevenson / Kiwi Resources kiwiresources@xtra.co.nz



**Curriculum Area: English – Handwriting**

**General Curriculum and Achievement Levels**

**Years 1/2 = Level 1 Years 3/4 = Level 2**

**Years 5/6 = Level 3 Years 7/8 = Level 4**

**L 4**

**L 3**

*Attach actual child’s sample of acceptable level for use as a benchmark at this level.*

*Attach actual child’s sample of acceptable level for use as a benchmark at this level.*

*Attach actual child’s sample of acceptable level for use as a benchmark at this level.*

*Attach actual child’s sample of acceptable level for use as a benchmark at this level.*

***Children will be working at Level X, if they are able to confidently cover the following benchmarks for the following curriculum area.***

**L 2**

**L 1**



**Curriculum Area: P.E/E.O.T.C – Swimming/Aquatics**

**General Curriculum and Achievement Levels**

**Years 1/2 = Level 1 Years 3/4 = Level 2**

**Years 5/6 = Level 3 Years 7/8 = Level 4**

**L 3**

* Submerge and blow bubbles with more confidence than in level 1.
* Is able to move through the water with no assistance by others/ moving along the water without using the side of the pool/others for support (showing increased confidence from level 1/is not scared of the water/being in the water without support).
* Sit and ¼ turn entry
* Float on front and back and regain feet
* Glide on front and back with little/no assistance
* Freestyle arm action
* Horizontal rotation
* Sculling
* Rigid aid assistance
* Needs no assistance in the water (confidence), and has no fears of being or getting into water.
* Crouch and ¼ turn entry
* Float with improvised floatation aid
* 15 metre freestyle
* 15 metre backstroke
* Breaststroke leg action
* Breaststroke arm action
* 15 metre scull
* Non-rigid aid assistance
* Unassisted entry
* Move in the water
* Safe exits
* Submerge and blow bubbles
* Is able to move through the water with some assistance by others/ moving along the water using the side of the pool/others for support (showing some confidence/becoming less scared of the water).

***Children will be working at Level X, if they are able to confidently cover the following benchmarks for the following curriculum area.***

**L 2**

**L 1**

* Dives safely, including looking for obstructions in the water before diving.
* Dolphin body action
* Individual survival initiatives and assistance signal
* 25 metre freestyle, backstroke **and** breaststroke
* 15 metre survival backstroke

**L 4**

* 25 metre slide stroke H.E.L.P
* Clothed survival
* Group safety initiatives
* 50 metre freestyle, backstroke **and** breaststroke
* Extra and optional unassisted entries and safety activities in deep water

**L 5**

C. Stevenson / Kiwi Resources kiwiresources@xtra.co.nz



**Curriculum Area: English – Transactional Writing**

**General Curriculum and Achievement Levels**

**Years 1/2 = Level 1 Years 3/4 = Level 2**

**Years 5/6 = Level 3 Years 7/8 = Level 4**

**L 4**

**L 3**

|  |  |  |
| --- | --- | --- |
| ***•  Write instructions.******•  Write explanations.******•  Write factual accounts*.*****•  Express and explain  a point of view.*** | *•*Consistently includes details to support main ideas.*•*Organise ideas into coherentparagraphs.***•  Organises and links ideas logically.•  Make language choices appropriate to the audience.****•*Varies sentence beginnings and sentence length to suit purpose.*•*Structures sentences in a variety of ways with increasing use of complexsentences, consisting of more than one subordinate clause.*•*Vocabulary generally appropriate to task/genre. | *•*Accurate use of full stops and capitals, commas, question marks, exclamation marks, speech marks, apostrophes, parentheses, dashes, colons, and semi-colons.***•  Using appropriate spelling.****•*3%-5% errors (excluding proper nouns) and moderated by breadth of vocabulary.+ |

|  |  |  |
| --- | --- | --- |
| ***•  Write instructions.******•  Write explanations.******•  Recount events.******•  State facts andopinions.*** | *•*Includes several ideas, some with supporting detail.*•*Some sequencing is evident.*•*Beginning to vary sentencebeginnings and length.*•*Beginning to extend sentences with conjunctions.*•*Vocabulary broadening beyond high frequency. | *•*Mostly correct uses of full stops, capitals, commas for listing, and question marks.*•*Beginning to use speech marks.*•*Conventional syntax generally evident.*•*Between 10%-20% spelling errors (excluding proper nouns) and moderated by breadth of vocabulary with majority recognisable. Increasing conventional spelling patterns evident, with mostly 'phonetic attempts'.+ |

|  |  |  |
| --- | --- | --- |
| ***•  Write instructions.******•  Write explanations.******•  Write factual    accounts.******•  Express personalviewpoints.*** | *•*Beginning to support main ideas with some details.***•  Sequences ideas logically.****•*Beginning to organise some ideas into paragraphs.*•*Varies sentence beginnings and length.*•*Beginning to structure sentences in a variety of ways and may use complex sentences consisting ofmore than one subordinate clause.*•*Beginning to use vocabulary appropriate to task/genre. | *•*Mostly correct use of full stops, capitals, commas, question marks, exclamation marks, and speech marks.*•*Control of verb forms, i.e., singular/plural agreement, subject/verb agreement andtense.***•  Conventions such as spelling appropriate to genre.****•*Between 5%-10% spelling errors (excluding proper nouns) and modified by breadth of vocabulary. Shows clear phonetic mapping; conventional patterns increasing in number and variety.+ |

|  |  |  |
| --- | --- | --- |
| **Range of TasksWrite in authentic contexts** | **Deeper Features of Writing[organisation, structure, sentences, vocabulary]** | **Surface Features of Writing[punctuation, grammar, syntax, spelling]** |
| ***•  Write instructions.******•  Recount events.*** | *•*Writes several related sentences on the topic.*•*High frequency vocabularypredominates. | *•*Beginning use of full stops and capitals.*•*Beginning use of conventional syntax [word order].*•*More than 20% spelling errors (excluding proper nouns); some conventional spelling patterns evident but mostly 'semiphonetic' attempts.+ |

***Children will be working at Level X, if they are able to confidently cover the following benchmarks for the following curriculum area.***

**L 2**

**L 1**



**Curriculum Area: Health – Social and Co-operative Skills**

**General Curriculum and Achievement Levels**

**Years 1/2 = Level 1 Years 3/4 = Level 2**

**Years 5/6 = Level 3 Years 7/8 = Level 4**

**L 3**

* Expects to wait for their turn
* Can listen without interrupting in groups and in class
* Listens-can summarise what others have said
* Asks thoughtful questions of others relevant to the topic/discussion
* Can accept others ideas and modify own opinions
* Accepts responsibility for various roles in group activities
* Can accept a consensus
* Can offer positive ideas and discuss how to solve a problem
* Generally follows class rules and can discuss the need for them
* Willing to take turns and encourages others to contribute
* Can accept responsibility for any role in a group including leadership
* Listens-can summarise a discussion, agreements and disagreements
* Accepts others views and changes their own view when appropriate
* Seeks consensus
* Seeks solutions to problems
* Actively participates in formulating rules etc and generally follows them
* Can wait for their turn
* Can listen without interrupting in short conversations/discussions
* Asks questions of others, relevant to the topic
* Listens to others ideas without put-downs
* Can accept roles in class (duties etc)
* Can offer ideas on how to solve a problem
* Knows and generally follows class/school rules

***Children will be working at Level X, if they are able to confidently cover the following benchmarks for the following curriculum area.***

**L 2**

**L 1**

* Encourages others in group participation
* Accepts responsibility for any role in a group and takes on other tasks with initiative
* Listens- can summarise the main issues of a discussion/reporting back
* Expects a range of views in a group and encourages clarification of these views
* Facilitates to achieve group consensus about priorities for action
* Initiates and participates in efforts to solve problems
* Justifies, encourages and models the following of agreed rules/decisions

**L 4**

C. Stevenson / Kiwi Resources kiwiresources@xtra.co.nz



**Curriculum Area: Health – Poetic Writing**

**General Curriculum and Achievement Levels**

**Years 1/2 = Level 1 Years 3/4 = Level 2**

**Years 5/6 = Level 3 Years 7/8 = Level 4**

**L 3**

|  |  |  |
| --- | --- | --- |
| ***•  Shaping ideas in a  number of genres  such as***    - ***letters***    - ***poems***    - ***narrative.*** | **•  *Making choices in language and    form.***•  Story line with sequential structure evident, some descriptive detail.•  Beginning to vary sentence   beginnings and sentence length.•  Beginning to extend sentences with conjunctions.•  Vocabulary broadening beyond high frequency. | •  Mostly correct use of full stops, capitals, commas for listing, and question marks.•  Beginning to use speech marks.•  Conventional syntax generally evident.•  Between 10%-20% spelling errors   (excluding proper nouns) and moderated by breadth of vocabulary, increasing conventional spelling patterns evident, with mostly 'phonetic' attempts.+ |

|  |  |  |
| --- | --- | --- |
| ***•  Shaping, editing, and reworking  texts in a range of genres***    - ***letters***    - ***poems***    - ***narrative.*** | •  Beginning to incorporate some   descriptive detail of setting and   character to support story line.•  Beginning to organise ideas into paragraphs.**•  *Sentence structure appropriate  to genre.***•  Varies sentence beginnings and length.•  Beginning to structure sentences in a variety of ways and may use complex sentences consisting of more than one subordinate clause.**•  *Vocabulary appropriate to genre.*** | •  Mostly correct use of full stops, capitals, commas, question marks, exclamation marks, and speech marks.•  Control of verb forms, i.e., singular/plural agreement, subject/verb agreement and tense.**•  *Conventions such as spelling appropriate  to genre.***•  Between 5%-10% spelling errors (excluding proper nouns) and moderated by breadth of vocabulary. Shows clear 'phonetic' mapping; conventional patterns increasing in number and variety.+ |

|  |  |  |
| --- | --- | --- |
| ***•  Beginning to    shape ideas. \**** | •  Writes several related sentences on topic.•  High frequency vocabulary   predominates. | •  Beginning use of full stops and capitals.•  Beginning use of conventional syntax [word order].•  More than 20% spelling errors (excluding proper nouns); some conventional spelling patterns evident but mostly 'semiphonetic'   attempts. + |

***Children will be working at Level X, if they are able to confidently cover the following benchmarks for the following curriculum area.***

**L 2**

**L 1**

|  |  |  |
| --- | --- | --- |
| ***•  Shaping, editing,  and reworking  texts in a range  of genres***    - ***letters***    - ***poems***    - ***narrative.*** | **•  *Expressing ideas and experiences  imaginatively;*** occasional use of figurative language and or innovative use of vocabulary.•  Organises ideas into coherent   paragraphs.•  Narratives include descriptive detail of character and setting.**•  *Using appropriate sentence   structure.*** Varies sentence   beginnings and sentence length   to suit purpose.•  Structures sentences in a variety of ways with increasing use of complex sentences, consisting of more than one subordinate clause.**•  *Using appropriate vocabulary*.** | •  Accurate use of full stops and capitals,   commas, question marks, exclamation   marks, speech marks, apostrophes,   parentheses, dashes, colons, and   semi-colons.**•  *Using appropriate spelling.***•  3%-5% errors (excluding proper nouns) and modified by breadth of vocabulary.+  |

**L 4**



 *Levels 1-4 of the New Zealand Curriculum: Information Technology*

*The child is able to do the following (D=Difficulty/Not Achieved, A=Achieved, M=Mastered/easily completed).*

*As part of the assessment, a copy of the child’s presentation could also be attached.*

Child’s Name: Year: Date/Duration:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Tasks: *As children will achieve the below tasks at different levels/times, the below assessment tasks are not done in any particular order in levels (different children will achieve different skills at different times). These skills may be done over a year or longer (could become part of the child’s records), or only certain skills may be focused on.*  |  D |  A |  M | Notes and/or date/s that the child achieved the skills/ when the skills were focused on |
| *E.G* | *Is able to turn the computer on* |  |  |  | *Skill/s focused and when* |
| 1. | Is able to open the programme on the computer |  |  |  |  |
| 2. | Is able to insert text on a page |  |  |  |  |
| 3. | Is able to move text to various locations on a page |  |  |  |  |
| 4. | Is able to change colour of text on a page |  |  |  |  |
| 5. | Is able to change text size on a page |  |  |  |  |
| 6. | Is able to use different colour schemes on their backgrounds (using different coloured backgrounds on different pages) |  |  |  |  |
| 7. | Is able to use varying templates from the programme |  |  |  |  |
| 8. | Is able to insert a new slide |  |  |  |  |
| 9. | Is able to insert a duplicate slide |  |  |  |  |
| 10. | Is able to use the ‘Animation Schemes’ to make text and images move |  |  |  |  |
| 11. | Is able to insert images (a) from Clip Art (on or offline) |  |  |  |  |
| 12. | Is able to insert images (b) from ‘My Pictures’ |  |  |  |  |
| 13. | Is able to insert images (c) from a disc |  |  |  |  |
| 14. | Is able to insert Word Art/Auto Shapes |  |  |  |  |
| 15. | Is able to insert sounds onto their pages which work when the page/s are viewed |  |  |  |  |
| 16. | Is able to insert a movie onto their pages which work when the page/s are viewed |  |  |  |  |
| 17. | Is able to insert a ‘Symbol’ |  |  |  |  |
| 18. | Is able to delete a slide |  |  |  |  |
| 19. | Is able to copy and paste from one slide to another |  |  |  |  |
| 20. | Is able to insert the date and time |  |  |  |  |
| 21. | Is able to insert a header and/or footer note |  |  |  |  |
| 22. | Is able to save their presentation to disc/hard drive |  |  |  |  |
| 23. | Is able to package their presentation onto CD |  |  |  |  |
| 24. | Is able to send their presentation via e-mail as an attachment |  |  |  |  |
| 25. | Is able to view their show to others on computer |  |  |  |  |
| 26. | Is able to set up their show independently |  |  |  |  |
| 27. | Is able to rehearse timings |  |  |  |  |
| 28. | Is able to move from one slide to another and back again (slide transition) |  |  |  |  |
| 29. | Is able to include Custom Animations |  |  |  |  |
| 30. | Is able to use and include ‘Action Buttons’ |  |  |  |  |
| 31. | Is able to use and include ‘Action Settings’ |  |  |  |  |

***Overall Achievement/Teacher notes on the overall achievement of the child in relation to PowerPoint Presentations. This may include such things as attitude, stick-ability to the tasks (doesn’t give up easily), extra things the child did beyond what was required, strengths etc…***

C. Stevenson / Kiwi Resources kiwiresources@xtra.co.nz