

End of Year Progress and Achievement 2014



The second element is building each learner's ability to know, 'what to do when they don't know what to do?' It is important that your child experiences stretch in their learning. This requires your child to be put in learning situations where they are stuck. The learner qualities are intentionally taught to help each learner develop the strategies and capacity to get out of "I'm stuck" situations. This continuum outlines the development/growth of each learner quality. Your child has been assessed and placed accordingly.

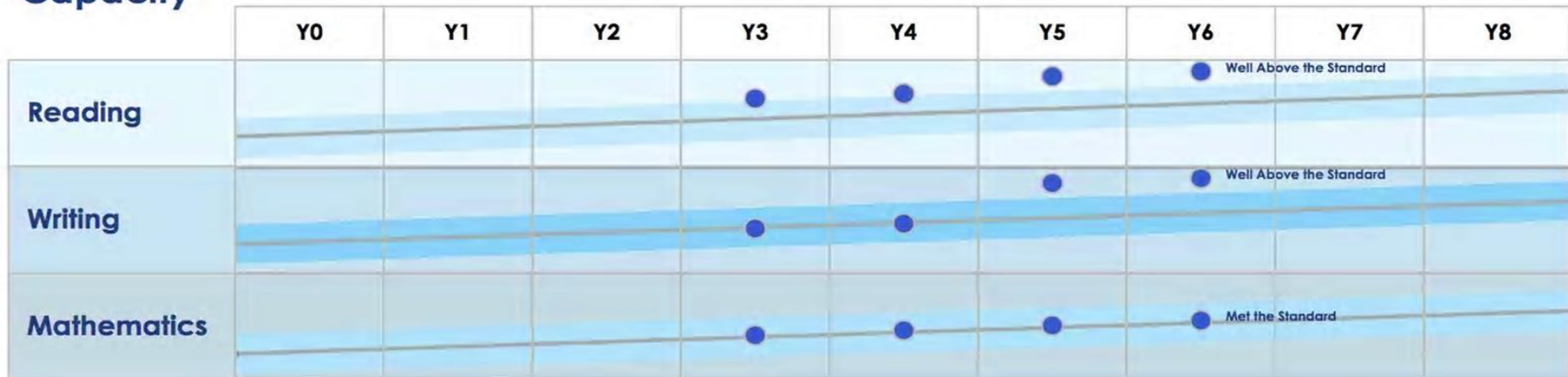
Stage	Emergent			Beginning to				Developing			Applying		Part of me
	1	2	3	4	5	6	7	8	9	10	11	12	
Question								○					
Reflect									○				
Think								○					
Connect								○					
Be Determined											○		
Self-aware												○	
Wonder												○	

Year 6

This summary is part of the way that we share achievement and progress with parents and whanau. It is supported by the Learner Led Conference and the mid-year achievement snapshot. Further information about your child's achievement and progress can be viewed via the parent portal. Here you can view your child's google drive which contains your child's progressions and digital documents. This provides you with regularly updated information on your child's current learning and next steps.

Building Learning Capacity

The image below shows you where your child sits in relation to National Standards in Reading, Writing and Mathematics. If the dot sits on the line this indicates your child has met the standard. If the dot sits above the line this shows your child is achieving above the standard for their year level. If it sits below it shows that they have not yet reached the standard.



General Comment



Building Learning Capacity

My ability to use the Learner Qualities when I get stuck:

_____ has a learner's disposition. While new learning experiences may put him out of his comfort zone, he has developed a range of strategies to help him succeed through these challenges, like motivating self talk. He is learning to use these strategies consistently even when the going gets tough. _____ questions everything and everyone in order to gain more understanding of situations and concepts. He is very reflective, thinking deeply about his next learning steps.



Collaborating

My ability to work with others and value other perspectives:

_____ loves working with others as he really enjoys chatting and building ideas. He has a lovely group of friends who relish creating new games to play at lunchtime and all have similar interests. He generally chooses these friends to collaborate with during learning time, but is happy to work with any learner. _____ is a great contributor. He is learning to make sure that his contributions are focused, while still maintaining the cheerful atmosphere _____ generates in a group.



Make Meaning

My ability to use the Learning process and to problem solve:

_____ has deepened his understanding of the learning process this year. He uses the thinking verbs to structure his learning and is especially adept at doing this with hands on learning. _____ demonstrated this during his recent science learning where he made meaning by analysing the flow of water during the zero gravity experiment. He enjoys tinkering in order to test his hypotheses. _____ is developing the ability to alter his hypotheses based on the experiment's results.



Breakthrough

My awareness of my strengths and talents:

_____ continues to build on his athletic passion and enthusiastically engages in any sporting experience that he is involved in. His love of running has rubbed off on his friends, who can be seen holding lunchtime competitions. _____ has also developed his passion for creating and problem solving. He enjoys helping with computer problems and can reimage netbooks when necessary. _____ investigated how playdough is made and contributed to lego creations for the fair.