

## Curriculum Level Rubrics

### WHY?

#### **1) To measure improvement**

##### **A Real-Life Scenario:**

Our education system operates within a context of curriculum levels, with learners expected to reach Curriculum Level 6 by Year 11 to be able to access NCEA.

Each curriculum level is effectively divided into three sub-curriculum levels with students on average typically progressing at 2 sub-curriculum levels per year.

- A student entering our school in Year 9 at Curriculum Level 2A and assuming they shifted 5 sub levels to Curriculum Level 3E within that year

Even though the progress made by this student is more than double the expected average, they would still receive a **NOT ACHIEVED/Below Curriculum Level 4** for their efforts.

#### **2) To give students the opportunity to take further responsibility for their own learning.**

Students can use the Curriculum Level Rubrics to self and peer assess, set learning goals and identify the specific areas of improvement they need to work on to achieve their goal/s. Through peer assessment they are also able to provide each other with specific feedback and feedforward.

#### **3) Make Learning Visible**

The introduction of Learning Progressions would allow us to walk into any class and ask these three questions:

- What are you learning and why?
- Where are you in your learning?
- What are your next learning steps?

## **HOW?**

- 1) The Physical Education department brainstormed a graduate profile of what skills and learning dispositions we would like our students going into Level 1 NCEA to have in order to experience success.  
\* Nayland College staff created a 'Soaring into Year 11' graduate profile in 2016 (see below)
- 2) Both the front end and the back end of the NZC were used to create the rubrics. There were challenges with strands by Curriculum Level not always having a logical progression.
- 3) Level One Achievement Standards were also utilised for Level 6 of the Curriculum and tracked back to Level 3