

Year 3 standard elaborations — Australian Curriculum: English

Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student's work
- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/English/Curriculum/F-10

Year 3 English standard elaborations

		A	B	C	D	E
The folio of a student’s work has the following characteristics:						
Receptive mode	Understanding	<u>considered demonstration of</u> understanding of how content can be organised using different text structures depending on the purpose	<u>effective demonstration of</u> understanding of how content can be organised using different text structures depending on the purpose	understanding of how content can be organised using different text structures depending on the purpose	<u>partial</u> understanding of how content can be organised using different text structures depending on the purpose	<u>fragmented</u> understanding of how content can be organised using different text structures depending on the purpose
		<u>considered demonstration of</u> understanding of how language features, images and vocabulary choices are used for different effects	<u>effective demonstration of</u> understanding of how language features, images and vocabulary choices are used for different effects	understanding of how language features, images and vocabulary choices are used for different effects	<u>partial</u> understanding of how language features, images and vocabulary choices are used for different effects	<u>fragmented</u> understanding of how language features, images and vocabulary choices are used for different effects
	Skills	<u>purposeful</u> reading of texts that contain: <ul style="list-style-type: none"> • varied sentence structures • a range of punctuation conventions • images that provide additional information 	<u>effective</u> reading of texts that contain: <ul style="list-style-type: none"> • varied sentence structures • a range of punctuation conventions • images that provide additional information 	reading of texts that contain: <ul style="list-style-type: none"> • varied sentence structures • a range of punctuation conventions • images that provide additional information 	<u>partial</u> reading of texts that contain: <ul style="list-style-type: none"> • varied sentence structures • a range of punctuation conventions • images that provide additional information 	<u>fragmented</u> reading of texts that contain: <ul style="list-style-type: none"> • varied sentence structures • a range of punctuation conventions • images that provide additional information
		<u>purposeful</u> use of phonics and word knowledge to fluently read more complex words	<u>effective</u> use of phonics and word knowledge to fluently read more complex words	use of phonics and word knowledge to fluently read more complex words	<u>partial</u> use of phonics and word knowledge to fluently read more complex words	<u>fragmented</u> use of phonics and word knowledge to fluently read more complex words
		<u>detailed description</u> of literal and implied meaning connecting ideas in different parts of a text	<u>description</u> of literal and implied meaning connecting ideas in different parts of a text	identification of literal and implied meaning connecting ideas in different parts of a text	<u>partial</u> identification of literal and implied meaning connecting ideas in different parts of a text	<u>fragmented</u> identification of literal and implied meaning connecting ideas in different parts of a text

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Receptive mode	Skills	considered selection of information, ideas and events in texts that relate to their own lives and to other texts	effective selection of information, ideas and events in texts that relate to their own lives and to other texts	selection of information, ideas and events in texts that relate to their own lives and to other texts	partial selection of information, ideas and events in texts that relate to their own lives and to other texts	fragmented selection of information, ideas and events in texts that relate to their own lives and to other texts
		purposeful use of interaction skills to listen to others' views and respond appropriately	effective use of interaction skills to listen to others' views and respond appropriately	use of interaction skills to listen to others' views and respond appropriately	partial use of interaction skills to listen to others' views and respond appropriately	fragmented use of interaction skills to listen to others' views and respond appropriately
Productive mode	Understanding	considered use of language features to link and sequence ideas	effective use of language features to link and sequence ideas	use of language features to link and sequence ideas	partial use of language features to link and sequence ideas	fragmented use of language features to link and sequence ideas
		considered use of language to express feelings and opinions on topics	effective use of language to express feelings and opinions on topics	use of language to express feelings and opinions on topics	partial use of language to express feelings and opinions on topics	fragmented use of language to express feelings and opinions on topics
		considered expression and development in some detail of experiences, events, information, ideas and characters in texts including writing and images	effective expression and development in some detail of experiences, events, information, ideas and characters in texts including writing and images	expression and development in some detail of experiences, events, information, ideas and characters in texts including writing and images	expression and partial development in some detail of experiences, events, information, ideas and characters in texts including writing and images	expression and fragmented development in some detail of experiences, events, information, ideas and characters in texts including writing and images
	Skills	purposeful creation of a range of texts for familiar and unfamiliar audiences	effective creation of a range of texts for familiar and unfamiliar audiences	creation of a range of texts for familiar and unfamiliar audiences	guided creation of a range of texts for familiar and unfamiliar audiences	directed creation of a range of texts for familiar and unfamiliar audiences
		making of purposeful presentations	making of effective presentations	making of presentations	making of partial presentations	making of fragmented presentations

A	B	C	D	E
---	---	---	---	---

The folio of a student's work has the following characteristics:

Productive mode	Skills	A	B	C	D	E
		active contributions to class and group discussions by: <ul style="list-style-type: none"> asking purposeful questions providing purposeful feedback 	active contributions to class and group discussions by: <ul style="list-style-type: none"> asking effective questions providing effective feedback 	active contributions to class and group discussions by: <ul style="list-style-type: none"> asking questions providing useful feedback 	active contributions to class and group discussions by: <ul style="list-style-type: none"> asking guided questions providing guided feedback 	active contributions to class and group discussions by: <ul style="list-style-type: none"> asking directed questions providing directed feedback
		purposeful demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context	effective demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context	demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context	partial demonstration of understanding of grammar and guided choice of vocabulary and punctuation appropriate for the purpose and context	fragmented demonstration of understanding of grammar and directed choice of vocabulary and punctuation appropriate for the purpose and context
		accurate spelling of words purposefully using knowledge of: <ul style="list-style-type: none"> letter–sound relationships including consonant and vowel clusters high frequency words 	accurate spelling of words effectively using knowledge of: <ul style="list-style-type: none"> letter–sound relationships including consonant and vowel clusters high frequency words 	accurate spelling of words using knowledge of: <ul style="list-style-type: none"> letter–sound relationships including consonant and vowel clusters high frequency words 	with guidance , accurate spelling of words using knowledge of: <ul style="list-style-type: none"> letter–sound relationships including consonant and vowel clusters high frequency words 	with direction , accurate spelling of words using knowledge of: <ul style="list-style-type: none"> letter–sound relationships including consonant and vowel clusters high frequency words
		purposeful re-reading and editing checking for appropriate vocabulary, structure and meaning	effective re-reading and editing checking for appropriate vocabulary, structure and meaning	re-reading and editing checking for appropriate vocabulary, structure and meaning	guided re-reading and editing checking for appropriate vocabulary, structure and meaning	directed re-reading and editing checking for appropriate vocabulary, structure and meaning
purposeful use of joined letters that are accurately formed and consistent in size when writing	effective use of joined letters that are accurately formed and consistent in size when writing	use of joined letters that are accurately formed and consistent in size when writing	partial use of joined letters that are accurately formed and consistent in size when writing	fragmented use of joined letters that are accurately formed and consistent in size when writing		

Key **shading** emphasises the **qualities that discriminate between A–E descriptors**

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 3 English SEs

These terms clarify the descriptors in the Year 3 English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary:

www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary.

Term	Description
aspects	particular parts or features
clear; clarity	easy to perceive, understand, or interpret, without ambiguity
considered; consideration	thought about deliberately with a purpose
consistent	regular in occurrence; in agreement and not self-contradictory
demonstrate	give a practical exhibition an explanation
description; descriptive; describe	give an account of characteristics or features
detailed	meticulous; including many of the parts
developing; develop	demonstrates understanding of knowledge using varying levels of skills
directed	following the instructions of the facilitator
effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
emerging	demonstrates a basic understanding of aspects of knowledge and is beginning to use skills
explanation; explanatory; explain	provide additional information that demonstrates understanding of reasoning and/or application
express; expression	to show, reveal, represent or put into words
familiar	situations or materials that have been the focus of prior learning experiences

Term	Description
fragmented	disjointed, incomplete or isolated
guided	visual and/or verbal prompts to facilitate or support independent action
identification; identify	establish or indicate who or what someone or something is
implied meaning	suggested but not directly expressed; information and ideas in texts that have an <i>implied meaning</i> may be: interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect combined with prior experience to extrapolate on what is in the text analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text evaluated to make judgments using criteria synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking
interaction skills	in Year 3, interaction skills include active listening behaviours and communicating in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
language features	features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language); choices in <i>language features</i> and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production
literal meaning	taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a <i>literal meaning</i> may be: recognised or recalled translated or changed into a different form by, for example, paraphrasing or restating
partial	attempted; incomplete evidence provided
productive modes	speaking, writing and creating
purpose; purposeful	intentional; focused and clearly linked to the goals of the task
receptive modes	listening, reading and viewing
relate	to tell or report about happenings, events or circumstances
respond	to react to a person or text
restatement; restate	repeat known information
selection; select	choose in preference to another or others
sequence	to arrange in order

Term	Description
text	<p>the means for communication; forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;</p> <p>in Year 3, students should have opportunities to:</p> <p>read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information</p> <p>contribute actively to class and group discussions, using interaction skills such as asking questions, providing useful feedback</p>
text structure	<p>a way in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect);</p> <p>choices in text structures and language features together define a text type and shape its meaning</p>
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with
unfamiliar	situations or materials that have not been the focus of prior learning experiences
use of	to operate or put into effect
varied; variety	a number of different things