Year 4 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.

Year 4 Australian Curriculum: English achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Year 4 English standard elaborations

		A	B	C	D	E
		The folio of a student's work has the following characteristics:				
Receptive mode	**Understanding**	considered demonstration of understanding that texts have different text structures depending on purpose and context	effective demonstration of understanding that texts have different text structures depending on purpose and context	understanding that texts have different text structures depending on purpose and context	partial understanding that texts have different text structures depending on purpose and context	fragmented understanding that texts have different text structures depending on purpose and context
		considered explanation of how language features, images and vocabulary are used to engage the interest of audiences	informed explanation of how language features, images and vocabulary are used to engage the interest of audiences	explanation of how language features, images and vocabulary are used to engage the interest of audiences	partial explanation of how language features, images and vocabulary are used to engage the interest of audiences	fragmented explanation of how language features, images and vocabulary are used to engage the interest of audiences
		considered description of literal and implied meaning connecting ideas in different texts	effective description of literal and implied meaning connecting ideas in different texts	description of literal and implied meaning connecting ideas in different texts	partial description of literal and implied meaning connecting ideas in different texts	fragmented description of literal and implied meaning connecting ideas in different texts
	Skills	fluent and purposeful reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words	fluent and effective reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words	fluent reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words	partial fluency of reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words	isolated fluency of reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words
		purposeful expression of preferences for particular types of texts, and purposeful response to others' viewpoints	effective expression of preferences for particular types of texts, and effective response to others' viewpoints	expression of preferences for particular types of texts, and response to others' viewpoints	partial expression of preferences for particular types of texts, and response to others' viewpoints	fragmented expression of preferences for particular types of texts, and response to others' viewpoints
		listening for and purposeful sharing of key points in discussions	listening for and effective sharing of key points in discussions	listening for and sharing key points in discussions	listening for and guided sharing of key points in discussions	listening for and directed sharing of key points in discussions

		A	**B**	**C**	**D**	**E**
		**The folio of a student's work has the following characteristics:**				

		A	**B**	**C**	**D**	**E**
Productive mode	**Understanding**	considered use of language features to create coherence and add detail to their texts	effective use of language features to create coherence and add detail to their texts	use of language features to create coherence and add detail to their texts	developing use of language features to create coherence and add detail to their texts	emerging use of language features to create coherence and add detail to their texts
		understanding how to purposefully express an opinion based on information in a text	understanding how to effectively express an opinion based on information in a text	understanding of how to express an opinion based on information in a text	partial understanding of how to express an opinion based on information in a text	fragmented understanding of how to express an opinion based on information in a text
		creation of purposeful texts that show a considered understanding of how images and detail can be used to extend key ideas	creation of effective texts that show an informed understanding of how images and detail can be used to extend key ideas	creation of texts that show understanding of how images and detail can be used to extend key ideas	creation of texts that show partial understanding of how images and detail can be used to extend key ideas	creation of texts that show fragmented understanding of how images and detail can be used to extend ideas
	Skills	creation of purposeful structured texts to explain ideas for different audiences	creation of effective structured texts to explain ideas for different audiences	creation of structured texts to explain ideas for different audiences	partial creation of structured texts to explain ideas for different audiences	fragmented creation of structured texts to explain ideas for different audiences
		making of purposeful presentations	making of effective presentations	making of presentations	making of partial presentations	making of fragmented presentations
		active contributions to class and group discussions, with purposeful variation of language according to context	active contributions to class and group discussions, with effective variation of language according to context	active contributions to class and group discussions, with variation of language according to context	active contributions to class and group discussions, with partial variation of language according to context	active contributions to class and group discussions, with fragmented variation of language according to context
		purposeful demonstration of understanding of grammar	effective demonstration of understanding of grammar	demonstration of understanding of grammar	partial demonstration of understanding of grammar	fragmented demonstration of understanding of grammar
		considered selection of vocabulary from a range of resources	effective selection of vocabulary from a range of resources	selection of vocabulary from a range of resources	selection of aspects of vocabulary from a range of resources	selection of fragmented vocabulary from a range of resources

		A	B	C	D	E
		The folio of a student's work has the following characteristics:				
Productive mode	**Skills**	use of accurate: • spelling • purposeful punctuation	use of accurate: • spelling • effective punctuation	use of accurate: • spelling • punctuation	partial use of accurate: • spelling • punctuation	fragmented use of accurate: • spelling • punctuation
		considered re-reading and editing their work to improve meaning	effective re-reading and editing their work to improve meaning	re-reading and editing their work to improve meaning	partial re-reading and editing their work to improve meaning	fragmented re-reading and editing their work to improve meaning

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 4 English SEs

These terms clarify the descriptors in the Year 4 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
connection; **connect**	establish a link
considered; **consideration**	thought about deliberately with a purpose
consistent	regular in occurrence; in agreement and not self-contradictory
description; **descriptive;** **describe**	give an account of characteristics or features
detailed	meticulous; including many of the parts
developing	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
fluent; **fluency**	an ability to produce spoken or written language with appropriate phrasing, rhythm and pace; *fluency* involves the smooth flow of language, lack of hesitation or undue pausing
fragmented	disjointed, incomplete or isolated

Term	Description
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 *implied meaning* 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
informed	having relevant knowledge; being conversant with the topic
language features	features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language); choices in *language features* 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 *literal meaning* 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
purposeful	intentional; focused and clearly linked to the goals of the task
receptive modes	listening, reading and viewing
selection; select	choose in preference to another or others
statement; state	a sentence or assertion
text	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
text structure	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); choices in text structures and language features together define a text type and shape its meaning
use of	to operate or put into effect
varied; variety	a number of different things