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| Year 3 standard elaborations —  Australian Curriculum v9.0: English |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

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 where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| **Year 3 Australian Curriculum: English achievement standard** |
| By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 English for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0> |

## Year 3 English standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: | | | | |
| **Listening, speaking and creating** | * listening to texts including stories and/or multimodal texts and interacting with others to purposefully:   + relate ideas   + express opinions, preferences and appreciation of texts * purposeful creation\* of spoken texts including stories and/or multimodal texts including relevant details from learnt topics, topics of interest or texts when:   + relating ideas, expressing opinions, preferences and appreciation of texts | * listening to texts including stories and/or multimodal texts and interacting with others to effectively:   + relate ideas   + express opinions, preferences and appreciation of texts * effective creation\* of spoken texts including stories and/or multimodal texts including relevant details from learnt topics, topics of interest or texts when:   + relating ideas, expressing opinions, preferences and appreciation of texts | * listening to texts including stories and/or multimodal texts and interacting with others to:   + relate ideas   + express opinions, preferences and appreciation of texts * creation\* of spoken texts including stories and/or multimodal texts including relevant details from learnt topics, topics of interest or texts when:   + relating ideas, expressing opinions, preferences and appreciation of texts | * listening to texts including stories and/or multimodal texts and interacting with others to, variably:   + relate ideas and/or   + express opinions and/or preferences and/or appreciation of texts * variable creation\* of spoken texts including stories and/or multimodal texts including details when:   + relating ideas and/or expressing opinions and/or preferences and/or appreciation of texts | * listening to texts including stories and/or multimodal texts and interacting with others to:   + relate isolated ideas and/or   + express isolated opinions and/or preferences and/or appreciation of texts * creation\* of spoken texts including stories and/or multimodal texts through statement/s of:   + ideas and/or opinions and/or preferences and/or appreciation of texts |
| purposeful grouping, logical sequencing and linking of ideas | effective grouping, logical sequencing and linking of ideas | grouping, logical sequencing and linking of ideas | variable grouping and sequencing of ideas | fragmented grouping and sequencing of ideas |
| * purposeful use of language features† including topic-specific vocabulary, and/or visual features * purposeful use of features of voice | * effective use of language features† including topic-specific vocabulary, and/or visual features * effective use of features of voice | * use of language features† including topic-specific vocabulary, and/or visual features * use of features of voice | * variable use of language features† including topic-specific vocabulary, and/or visual features * variable use of features of voice | * sporadic use of language features† including topic-specific vocabulary, and/or visual features * sporadic use of features of voice |
| **Reading and viewing** | proficient reading, viewing and comprehending texts, recognising their purpose and audience | effective reading, viewing and comprehending texts, recognising their purpose and audience | reading, viewing and comprehending texts, recognising their purpose and audience | variable reading, viewing and comprehending texts, recognising their purpose and audience | sporadic reading, viewing and comprehending texts, recognising their purpose and audience |
| * considered identification of literal meaning * thorough explanation of inferred meaning | * informed identification of literal meaning * detailed explanation of inferred meaning | * identification of literal meaning * explanation of inferred meaning | * partial identification of literal meaning * partial explanation of inferred meaning | * basic identification of literal meaning * fragmented identification of inferred meaning |
| thorough description of how stories are developed through characters and/or events | detailed description of how stories are developed through characters and/or events | description of how stories are developed through characters and/or events | variable description of how stories are developed through characters and/or events | statement/s about how stories are developed |
| thorough description of how texts are structured and presented | detailed description of how texts are structured and presented | description of how texts are structured and presented | variable description of how texts are structured and presented | identification of how texts are structured and presented |
| thorough description of the language features† of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning | detailed description of the language features† of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning | description of the language features† of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning | variable description of the language features† of texts including topic-specific vocabulary and visual features | identification of the language features† of texts including topic-specific vocabulary and visual features |
| proficient fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns | effective fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns | fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns | partially fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns | isolated use of phonic or morphemic or grammatical knowledge to read multisyllabic words with more complex letter patterns |
| **Writing and creating** | purposeful creation\* of written and/or multimodal texts for audiences that relate ideas including relevant details from learnt topics, topics of interest or texts to:   * inform * narrate stories * explain * argue | effective creation\* of written and/or multimodal texts for audiences that relate ideas including relevant details from learnt topics, topics of interest or texts to:   * inform * narrate stories * explain * argue | creation\* of written and/or multimodal texts for audiences that relate ideas including relevant details from learnt topics, topics of interest or texts to:   * inform * narrate stories * explain * argue | partial creation\* of written and/or multimodal texts for audiences that relate ideas to:   * inform and/or * narrate stories and/or * explain and/or * argue | sporadic creation\* of written and/or multimodal texts for audiences that relate ideas to:   * inform and/or * narrate stories and/or * explain and/or * argue |
| purposeful use of text structures including paragraphs | effective use of text structures including paragraphs | use of text structures including paragraphs | variable use of text structures including paragraphs | use of fragmented text structures |
| considered use of language features† including compound sentences, topic-specific vocabulary and literary devices, and/or visual features | informed use of language features† including compound sentences, topic-specific vocabulary and literary devices, and/or visual features | use of language features including† compound sentences, topic-specific vocabulary and literary devices, and/or visual features | variable use of language features† including compound sentences, topic-specific vocabulary and literary devices, and/or visual features | fragmented use of language features† including simple sentences, topic-specific vocabulary and literary devices, and/or visual features |
| writing texts with the purposeful use of letters that are accurately formed and consistent in size | writing texts with the effective use of letters that are accurately formed and consistent in size | writing texts with the use of letters that are accurately formed and consistent in size | writing texts with the use of letters that are variably formed and/or sized | basic formation of letters in written texts |
| spelling of:   * multisyllabic words with more complex letter patterns, using phonic and morphemic knowledge * high-frequency words. | spelling of:   * multisyllabic words with complex letter patterns, using phonic and morphemic knowledge * high-frequency words. | spelling of:   * multisyllabic words, using phonic and morphemic knowledge * high-frequency words. | variable spelling of:   * multisyllabic words, using phonic and morphemic knowledge * high-frequency words. | isolated spelling of words and/or high-frequency words, using phonic and morphemic knowledge. |

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

\* creation (also create): To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts and **edit** (see definition that follows) and publish work for an audience. | edit: To prepare, alter, adapt or refine with attention to grammar, spelling, punctuation and vocabulary.

† language features: Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium.

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