

Year 4 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.



Year 4 Australian Curriculum: English achievement standard

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

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-4?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 4 English standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Listening, speaking and creating	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to purposefully <ul style="list-style-type: none"> share and extend ideas, opinions and information purposeful creation* of spoken texts including stories and/or multimodal texts for audiences through <ul style="list-style-type: none"> extension of ideas, opinions and information use of relevant details from learnt topics, topics of interest or texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to effectively <ul style="list-style-type: none"> share and extend ideas, opinions and information effective creation* of spoken texts including stories and/or multimodal texts for audiences through <ul style="list-style-type: none"> extension of ideas, opinions and information use of relevant details from learnt topics, topics of interest or texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to <ul style="list-style-type: none"> share and extend ideas, opinions and information creation* of spoken texts including stories and/or multimodal texts for audiences through <ul style="list-style-type: none"> extension of ideas, opinions and information use of relevant details from learnt topics, topics of interest or texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to <ul style="list-style-type: none"> share simple ideas and/or opinions and/or information variable creation* of spoken texts including stories and/or multimodal texts for audiences through <ul style="list-style-type: none"> expression of ideas and/or opinions and/or information use of details 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to <ul style="list-style-type: none"> share isolated ideas and/or opinions and/or information creation* of spoken texts including stories or multimodal texts for audiences through <ul style="list-style-type: none"> statement/s of ideas and/or opinions and/or information
	purposeful use of text structures to organise and link ideas	effective use of text structures to organise and link ideas	use of text structures to organise and link ideas	use of aspects of text structures to organise ideas	use of fragmented text structures
	<ul style="list-style-type: none"> purposeful use of language features[†] including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features purposeful use of features of voice 	<ul style="list-style-type: none"> effective use of language features[†] including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features effective use of features of voice 	<ul style="list-style-type: none"> use of language features[†] including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features use of features of voice 	<ul style="list-style-type: none"> use of aspects of language features[†] including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features variable use of features of voice 	<ul style="list-style-type: none"> isolated use of language features[†] and/or visual features isolated use of features of voice

	A	B	C	D	E
Reading and viewing	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through <u>thorough</u> description of how: <ul style="list-style-type: none"> ideas are developed including through characters and events texts reflect contexts 	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through <u>detailed</u> description of how: <ul style="list-style-type: none"> ideas are developed including through characters and events texts reflect contexts 	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through description of how: <ul style="list-style-type: none"> ideas are developed including through characters and events texts reflect contexts 	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through <u>partial</u> description of: <ul style="list-style-type: none"> ideas <u>and/or</u> characters <u>and/or</u> events how texts reflect contexts 	reading, viewing and comprehending of texts created to inform, influence and/or engage audiences through <u>identification</u> of: <ul style="list-style-type: none"> ideas and/or characters and/or events
	<u>thorough</u> description of the characteristic features of different text structures	<u>detailed</u> description of the characteristic features of different text structures	description of the characteristic features of different text structures	description of <u>aspects of</u> the characteristic features of different text structures	<u>identification</u> of the characteristic features of different text structures
	<u>thorough</u> description of how language features [†] including literary devices, and visual features shape meaning	<u>detailed</u> description of how language features [†] including literary devices, and visual features shape meaning	description of how language features [†] including literary devices, and visual features shape meaning	description of <u>aspects of</u> language [†] and visual features	<u>identification</u> of language [†] and visual features
	<u>proficient</u> fluent and accurate reading through integration of phonic, morphemic, grammatical and punctuation knowledge	<u>effective</u> fluent and accurate reading through integration of phonic, morphemic, grammatical and punctuation knowledge	reading fluently and accurately, through integration of phonic, morphemic, grammatical and punctuation knowledge	<u>variable</u> fluent reading through <u>the use</u> of phonic, morphemic, grammatical and punctuation knowledge	<u>fragmented</u> reading through <u>the use</u> of phonic, morphemic, grammatical and punctuation knowledge

	A	B	C	D	E
Writing and creating	<p>purposeful creation* of written texts including stories and/or multimodal texts for purposes and audiences through:</p> <ul style="list-style-type: none"> development of ideas use of details from learnt topics, topics of interest or texts 	<p>effective creation* of written texts including stories and/or multimodal texts for purposes and audiences through:</p> <ul style="list-style-type: none"> development of ideas use of details from learnt topics, topics of interest or texts 	<p>creation* of written texts including stories and/or multimodal texts for purposes and audiences through:</p> <ul style="list-style-type: none"> development of ideas use of details from learnt topics, topics of interest or texts 	<p>variable creation* of written texts including stories and/or multimodal texts for purposes and audiences through:</p> <ul style="list-style-type: none"> development of ideas 	<p>fragmented creation* of written texts including stories and/or multimodal texts for purposes and audiences through:</p> <ul style="list-style-type: none"> development of ideas
	<p>purposeful use of paragraphs to organise and link ideas</p>	<p>effective use of paragraphs to organise and link ideas</p>	<p>use of paragraphs to organise and link ideas</p>	<p>use of aspects of paragraphs to organise ideas</p>	<p>use of fragmented paragraphs</p>
	<p>purposeful use of language features[†] including complex sentences, topic-specific vocabulary and literary devices, and/or visual features</p>	<p>effective use of language features[†] including complex sentences, topic-specific vocabulary and literary devices, and/or visual features</p>	<p>use of language features[†] including complex sentences, topic-specific vocabulary and literary devices, and/or visual features</p>	<p>use of aspects of language features[†] including sentences topic-specific vocabulary and/or visual features</p>	<p>isolated use of language features[†] including sentences and/or visual features</p>
	<p>proficient use of clearly formed letters with developing fluency in written texts</p>	<p>effective use of clearly formed letters with developing fluency in written texts</p>	<p>use of clearly formed letters with developing fluency in written texts</p>	<p>variable use of clearly formed letters with developing fluency in written texts</p>	<p>isolated use of formed letters in written texts</p>
	<p>proficient spelling of words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>effective spelling of words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>spelling of words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>variable spelling of words using phonic, morphemic and grammatical knowledge.</p>	<p>isolated spelling of words using phonic, morphemic or grammatical knowledge.</p>

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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