Years 3–4 standard elaborations — Australian Curriculum v9.0: Digital Technologies

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 Digital Technologies 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.

Years 3–4 Australian Curriculum: Digital Technologies achievement standard

By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Digital Technologies for Foundation–10*
https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/digital-technologies/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

Years 3–4 Digital Technologies standard elaborations

		A	B	C	D	E
		The folio of student work contains evidence of the following:				
Knowledge and understanding	**Digital systems**	secure access and proficient use of digital systems and their peripherals for a range of purposes, including transmitting data	secure access and effective use of digital systems and their peripherals for a range of purposes, including transmitting data	secure access and use of digital systems and their peripherals for a range of purposes, including transmitting data	secure access and guided use of digital systems and their peripherals	secure access and directed use of digital systems
	Data representation	proficient: • processing of data for different purposes • representation of data for different purposes	effective: • processing of data for different purposes • representation of data for different purposes	• processing of data for different purposes • representation of data for different purposes	• guided processing of data for different purposes • partial representation of data for different purposes	• directed processing of data for different purposes • fragmented representation of data for different purposes
Processes and production skills	**Investigating and defining***					

		A	B	C	D	E
	Generating and designing	following and **comprehensively** describing simple algorithms involving branching and iteration	following and **effectively** describing simple algorithms involving branching and iteration	following and describing simple algorithms involving branching and iteration	following and **identifying** simple algorithms involving branching **and/or** iteration	**directed** following and identifying simple algorithms
	Producing and implementing	**proficient** implementation of simple algorithms involving branching and iteration as visual programs	**effective** implementation of simple algorithms involving branching and iteration as visual programs	implementation of simple algorithms involving branching and iteration as visual programs	**guided** implementation of simple algorithms involving branching **and/or** iteration as visual programs	**directed** implementation of simple algorithms
		considered creation of simple digital solutions	**effective** creation of simple digital solutions	creation of simple digital solutions	**guided** creation of simple digital solutions	**directed** creation of simple digital solutions
	Collaborating and managing	**proficient** use of the core features of common digital tools to: • plan, create, locate and share content • collaborate following agreed behaviours	**effective** use of the core features of common digital tools to: • plan, create, locate and share content • collaborate following agreed behaviours	use of the core features of common digital tools to: • plan, create, locate and share content • collaborate following agreed behaviours	**variable** use of the core features of common digital tools to **partially**: • plan, create, locate **and/or** share content • collaborate following agreed behaviours	**directed** use of the core features of common digital tools
	Evaluating	**reasoned** use of provided design criteria to check if solutions meet user needs	**informed** use of provided design criteria to check if solutions meet user needs	use of provided design criteria to check if solutions meet user needs	**guided** use of provided design criteria to check if solutions meet user needs	**directed** use of provided design criteria to check if solutions meet user needs
	Privacy and security	**discerning** identification of their personal data stored online and recognition of the risks.	**informed** identification of their personal data stored online and recognition of the risks.	identification of their personal data stored online and recognition of the risks.	**guided** identification of their personal data stored online **and/or** recognition of the risks.	**directed** identification of their personal data stored online.

![ACiQ|v9.0]

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

*sub-strand not assessed for this level