

Australian Curriculum: Standards elaborations

Transcript of video

Transcript of video 2 of 4

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Developing task-specific standards

Terry Gallagher

Manager

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The Australian Curriculum content descriptions set out what students should be taught. The Australian Curriculum achievement standards describe what students are typically expected to demonstrate at the end of a particular year.

The purpose of Queensland standards elaborations is to elaborate the Australian Curriculum achievement standards.

Standards elaborations provide a basis for making judgments about the quality of student work on an A–E scale or equivalent and they also provide the basis for making consistent, comparable and defensible judgments about student achievement.

Caroline Hollis

Principal Project Officer

Queensland Studies
Authority

This is where the standard elaborations can be used to develop task-specific standards which assist in making judgments about the evidence in student work in a single assessment. The task-specific standards could also be called criteria sheet or a guide to making judgments or a feedback sheet.

This assessment here is aligned to the Australian Curriculum content descriptions and achievement standards in Year 7 English.

Let's have a look at how we can use the standard elaborations which provide A–E descriptions of what we would see in a folio of student work, to develop task-specific standards for this particular Year 7 persuasive speech task.

Once you have identified the aspects of the Australian Curriculum achievement standard and content descriptions that are being assessed, you can use the Queensland standard elaborations to identify the valued features specific for the assessment.

Terry Gallagher

Manager

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The valued features are the specific elements of the subject drawn from the curriculum. Valued features are similar to the assessable elements in the *Essential learnings and standards* framework. They are also similar to the criteria and dimensions that feature in the senior secondary syllabuses.

The examples of valued features in the first four Australian Curriculum learning areas include, in English:

- ideas and information in text
- text structures and language features.

Some examples from Mathematics:

- recall and use of facts, definitions, technologies and procedures
- application of problem-solving strategies.

Some Science examples include:

- science understanding
- processing and analysing data and information.

For History, examples of the valued features are:

- historical knowledge and understanding
- questioning and researching
- communicating.

Sally Hawkes

Head of Science
Kenmore State High
School

For this reaction rate test, I started with the standards elaborations and identified which rows were relevant. That is, what are the valued features that this assessment is targeting? For instance, I know they'll be using science understanding and planning and conducting in the skills dimension.

I work my way down the rows in each of the standards elaborations and identify which ones are relevant to this assessment. Once the relevant rows have been identified, the next step is to make the standard descriptions task-specific.

Terry Gallagher

Manager
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The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A–E or equivalent.

Sue McPherson

Head of English
Ferny Grove State High
School

So I've copied and pasted the relevant rows from the standards elaborations into the matrix. The question we always have then is how we actually make it task-specific.

Caroline Hollis

Principal Project Officer
Queensland Studies
Authority

What we need to do is we need to have a look at the descriptors in the standard elaborations that can be related specifically to the task. In this case, first of all, the purpose of the text is to persuade an audience, so when we have this section here — different purposes — we can actually refer to persuasive text, the type of the text. The other thing we can do is be specific about the audience. Who is the audience for this particular...

Sue McPherson

Head of English
Ferny Grove State High
School

The audience is their classmates.

Caroline Hollis

Principal Project Officer
Queensland Studies
Authority

Okay, so we can make that particular relationship audience-specific as well to the task.

If we have a look at these sections here, these are language features. What we can do then is think about the language features that are valued in this particular task. What would those ones be?

Sue McPherson
Head of English
Ferny Grove State High
School

So we delete, basically, the written features and focus on the spoken and the non-verbal ones?

Caroline Hollis
Principal Project Officer
Queensland Studies
Authority

Yes, so spoken features and non-verbal features.

One thing we need to know, though, is we don't change the intent of the standard by changing the discernible differences between A, B, C, D, E.

Sue McPherson
Head of English
Ferny Grove State High
School

So we'd leave in those terms, 'discerning' in the A standard and 'effective' in the B standard, etcetera.

Caroline Hollis
Principal Project Officer
Queensland Studies
Authority

Yes, we would leave those terms the same.

Terry Gallagher
Manager
Queensland Studies
Authority

Continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features in standards as a number of reference points represented progressively along an A–E or equivalent continuum.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

We can use what we've identified in the achievement standard and also in the assessment in terms of what it's targeting and how you've identified those in the standards elaborations.

We can take those and write task-specific valued features at the top of the continua so once we've done that, we can then start to write those very specific descriptions to the task along that A to E scale along the continua.

So when we've put those descriptions in, it's important that we make sure they're still aligned on that A–E level with the standards elaborations but we make them task-specific.

Sally Hawkes
Head of Science
Kenmore State High
School

Exactly. It's important that we ensure it's clear specifically what we're looking for evidence of.

That way, it's clear to me, other teachers, students and parents exactly what judgment is being made.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

The other thing that's really useful, obviously, is to provide students with target feedback about where they've done well and where they could improve.

Terry Gallagher
Manager
Queensland Studies
Authority

No matter which type of task-specific standards, continua or matrix, you use, the job of task-specific standards is to help teachers to make consistent, comparable and defensible, evidence-based A–E or equivalent judgments about the evidence of learning in student work.