Prep Year 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 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. Performance is represented in terms of complexity and familiarity of the standard being assessed using the scale: AP — applying, MC — making connections, WW — working with, EX — exploring, BA — becoming aware.

In Queensland the achievement standard represents the **working with (WW) 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.

Prep* Year Australian Curriculum: English achievement standard

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case, and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/english

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* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

Prep Year English standard elaborations

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Receptive mode	**Understanding**	use of predicting and <mark>purposeful</mark> questioning strategies to make meaning from texts	use of predicting and <mark>effective</mark> questioning strategies to make meaning from texts	use of predicting and questioning strategies to make meaning from texts	<mark>guided</mark> use of predicting and questioning strategies to make meaning from texts	<mark>directed</mark> use of predicting and questioning strategies to make meaning from texts
		<mark>clear and detailed</mark> recalling of one or two events from texts with familiar topics	<mark>detailed</mark> recalling of one or two events from texts with familiar topics	recalling of one or two events from texts with familiar topics	<mark>guided</mark> recalling of one or two events from texts with familiar topics	<mark>directed</mark> recalling of one or two events from texts with familiar topics
		<mark>considered demonstration of</mark> understanding of different types of texts and that these have similar characteristics	<mark>effective demonstration of</mark> understanding of different types of texts and that these have similar characteristics	understanding of different types of texts and that these have similar characteristics	<mark>guided</mark> understanding of different types of texts and that these have similar characteristics	<mark>directed</mark> understanding of different types of texts and that these have similar characteristics
		identification <mark>and detailed description</mark> of connections between texts and their personal experience	identification <mark>and description</mark> of connections between texts and their personal experience	identification of connections between texts and their personal experience	<mark>guided</mark> identification of connections between texts and their personal experience	<mark>directed</mark> identification of connections between texts and their personal experience
	Skills	<mark>purposeful</mark> reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of: • concepts of print • sounds and letters • decoding and self-monitoring strategies	<mark>effective</mark> reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of: • concepts of print • sounds and letters • decoding and self-monitoring strategies	reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of: • concepts of print • sounds and letters • decoding and self-monitoring strategies	<mark>guided</mark> reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of: • concepts of print • sounds and letters • decoding and self-monitoring strategies	<mark>directed</mark> reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on knowledge of: • concepts of print • sounds and letters • decoding and self-monitoring strategies

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Receptive mode	Skills	• recognition of upper case and lower case letters of the English alphabet • knowledge and <u>clear</u> use of the most common sounds represented by most letters	• recognition of upper case and lower case letters of the English alphabet • knowledge and <u>informed</u> use of the most common sounds represented by most letters	• recognition of upper case and lower case letters of the English alphabet • knowledge and use of the most common sounds represented by most letters	• <u>partial</u> recognition of upper case and lower case letters of the English alphabet • knowledge and <u>guided</u> use of the most common sounds represented by most letters	• <u>fragmented</u> recognition of upper case and lower case letters of the English alphabet • knowledge and <u>directed</u> use of the most common sounds represented by most letters
		<u>purposeful</u> reading of: • high frequency and unfamiliar words • consonant-vowel-consonant words by blending sounds orally	<u>effective</u> reading of: • high frequency and familiar words • consonant-vowel-consonant words by blending sounds orally	reading of: • high frequency words • consonant-vowel-consonant words by blending sounds orally	<u>guided</u> reading of: • high frequency words • consonant-vowel-consonant words by blending sounds orally	<u>directed</u> reading of: • high frequency words • consonant-vowel-consonant words by blending sounds orally
		<u>purposeful</u> use of appropriate interaction skills to listen and respond to others in a familiar environment	<u>effective</u> use of appropriate interaction skills to listen and respond to others in a familiar environment	use of appropriate interaction skills to listen and respond to others in a familiar environment	<u>guided</u> use of appropriate interaction skills to listen and respond to others in a familiar environment	<u>directed</u> use of appropriate interaction skills to listen and respond to others in a familiar environment
		<u>purposeful</u> listening for rhyme, letter patterns and sounds in words	<u>effective</u> listening for rhyme, letter patterns and sounds in words	listening for rhyme, letter patterns and sounds in words	<u>guided</u> listening for rhyme, letter patterns and sounds in words	<u>directed</u> listening for rhyme, letter patterns and sounds in words
Productive mode	Understanding	<u>considered demonstration of</u> understanding that their texts can reflect their own experiences	<u>effective demonstration of</u> understanding that their texts can reflect their own experiences	understanding that their texts can reflect their own experiences	<u>developing</u> understanding that their texts can reflect their own experiences	<u>emerging</u> understanding that their texts can reflect their own experiences
		identification and <u>clear and detailed</u> description of likes and dislikes about familiar texts, objects, characters and events	identification and <u>detailed</u> description of likes and dislikes about familiar texts, objects, characters and events	identification and description of likes and dislikes about familiar texts, objects, characters and events	<u>guided</u> identification and description of likes and dislikes about familiar texts, objects, characters and events	<u>directed</u> identification and description of likes and dislikes about familiar texts, objects, characters and events

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Productive mode	**Skills**	clear <mark>and purposeful</mark> communication in informal group and whole-class settings	clear <mark>and effective</mark> communication in informal group and whole-class settings	clear communication in informal group and whole-class settings	<mark>guided</mark> communication in informal group and whole-class settings	<mark>directed</mark> communication in informal group and whole-class settings
		<mark>purposeful</mark> retelling of events and experiences with peers and known adults	<mark>effective</mark> retelling of events and experiences with peers and known adults	retelling of events and experiences with peers and known adults	<mark>guided</mark> retelling of events and experiences with peers and known adults	<mark>directed</mark> retelling of events and experiences with peers and known adults
		identification and <mark>purposeful</mark> use of: • rhyme • orally blending and segmenting sounds in words	identification and <mark>effective</mark> use of: • rhyme • orally blending and segmenting sounds in words	identification and use of: • rhyme • orally blending and segmenting sounds in words	<mark>guided</mark> identification and use of: • rhyme • orally blending and segmenting sounds in words	<mark>directed</mark> identification and use of: • rhyme • orally blending and segmenting sounds in words
		<mark>purposeful</mark> use of familiar words, phrases and images to convey ideas in writing	<mark>effective</mark> use of familiar words, phrases and images to convey ideas in writing	use of familiar words, phrases and images to convey ideas in writing	<mark>guided</mark> use of familiar words, phrases and images to convey ideas in writing	<mark>directed</mark> use of familiar words, phrases and images to convey ideas in writing
		<mark>purposeful</mark> use of: • letter and sound knowledge • beginning writing behaviours • experimentation with capital letters and full stops	<mark>effective</mark> use of: • letter and sound knowledge • beginning writing behaviours • experimentation with capital letters and full stops	use of: • letter and sound knowledge • beginning writing behaviours • experimentation with capital letters and full stops	<mark>guided</mark> use of: • letter and sound knowledge • beginning writing behaviours • experimentation with capital letters and full stops	<mark>directed</mark> use of: • letter and sound knowledge • beginning writing behaviours • experimentation with capital letters and full stops
		<mark>purposeful</mark> use of correct forms of known upper- and lower-case letters	<mark>effective</mark> use of correct forms of known upper- and lower-case letters	use of correct forms of known upper- and lower-case letters	<mark>guided</mark> use of correct forms of known upper- and lower-case letters	<mark>directed</mark> use of correct forms of known upper- and lower-case letters

Key	<mark>shading</mark> emphasises the <mark>qualities that discriminate between the AP–BA descriptors</mark>
AP	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

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 Prep Year English SEs

These terms clarify the descriptors in the Prep Year 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
appropriate	fitting, suitable to the context
aspects	particular parts or features
clear; clarity	easy to perceive, understand, or interpret, without ambiguity
description; descriptive; describe	give an account of characteristics or features
detailed; detail	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
express; expression	to show, reveal, represent or put into words
familiar	situations or materials that have been the focus of prior learning experiences
guided	visual and/or verbal prompts to facilitate or support independent action
identification; identify	establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic
interaction skills	in Prep, interaction skills include listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact

Term	Description
interpret, interpretation	explaining the meaning of information or actions
productive modes	speaking, writing and creating
purposeful	intentional; focused and clearly linked to the goals of the task
recall	remember information, ideas or experiences
receptive modes	listening, reading and viewing
recognise: recognition	to be aware of or acknowledge
respond	to react to a person or text
retell	restate or recap
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with
unfamiliar	situations or materials that have not been the focus of prior learning experiences
use of	to operate or put into effect; in an Early Years context, students demonstrate listening and interacting through their use of language