|  |  |
| --- | --- |
|  | Year 3 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’s 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.

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**. 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.

|  |
| --- |
| Year 3 Australian Curriculum: English achievement standard |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.  They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills.  **Productive modes (speaking, writing and creating)**  Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.  Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, [www.australiancurriculum.edu.au/English/Curriculum/F-10](http://www.australiancurriculum.edu.au/English/Curriculum/F-10) |

## Year 3 English standard elaborations

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  | | The folio of a student’s work has the following characteristics: | | | | |
| Receptive mode | Understanding | considered demonstration of understanding of how content can be organised using different text structures depending on the purpose | effective demonstration of understanding of how content can be organised using different text structures depending on the purpose | understanding of how content can be organised using different text structures depending on the purpose | partial understanding of how content can be organised using different text structures depending on the purpose | fragmented understanding of how content can be organised using different text structures depending on the purpose |
| considered demonstration of understanding of how language features, images and vocabulary choices are used for different effects | effective demonstration of understanding of how language features, images and vocabulary choices are used for different effects | understanding of how language features, images and vocabulary choices are used for different effects | partial understanding of how language features, images and vocabulary choices are used for different effects | fragmented understanding of how language features, images and vocabulary choices are used for different effects |
| Skills | purposeful reading of texts that contain:   * varied sentence structures * a range of punctuation conventions * images that provide additional information | effective reading of texts that contain:   * varied sentence structures * a range of punctuation conventions * images that provide additional information | reading of texts that contain:   * varied sentence structures * a range of punctuation conventions * images that provide additional information | partial reading of texts that contain:   * varied sentence structures * a range of punctuation conventions * images that provide additional information | fragmented reading of texts that contain:   * varied sentence structures * a range of punctuation conventions * images that provide additional information |
| purposeful use of phonics and word knowledge to fluently read more complex words | effective use of phonics and word knowledge to fluently read more complex words | use of phonics and word knowledge to fluently read more complex words | partial use of phonics and word knowledge to fluently read more complex words | fragmented use of phonics and word knowledge to fluently read more complex words |
| detailed description of literal and implied meaning connecting ideas in different parts of a text | description of literal and implied meaning connecting ideas in different parts of a text | identification of literal and implied meaning connecting ideas in different parts of a text | partial identification of literal and implied meaning connecting ideas in different parts of a text | fragmented identification of literal and implied meaning connecting ideas in different parts of a text |
| Receptive mode | Skills | considered selection of information, ideas and events in texts that relate to their own lives and to other texts | effective selection of information, ideas and events in texts that relate to their own lives and to other texts | selection of information, ideas and events in texts that relate to their own lives and to other texts | partial selection of information, ideas and events in texts that relate to their own lives and to other texts | fragmented selection of information, ideas and events in texts that relate to their own lives and to other texts |
| purposeful use of interaction skills to listen to others’ views and respond appropriately | effective use of interaction skills to listen to others’ views and respond appropriately | use of interaction skills to listen to others’ views and respond appropriately | partial use of interaction skills to listen to others’ views and respond appropriately | fragmented use of interaction skills to listen to others’ views and respond appropriately |
| Productive mode | Understanding | considered use of language features to link and sequence ideas | effective use of language features to link and sequence ideas | use of language features to link and sequence ideas | partial use of language features to link and sequence ideas | fragmented use of language features to link and sequence ideas |
| considered use of language to express feelings and opinions on topics | effective use of language to express feelings and opinions on topics | use of language to express feelings and opinions on topics | partial use of language to express feelings and opinions on topics | fragmented use of language to express feelings and opinions on topics |
| considered expression and development in some detail of experiences, events, information, ideas and characters in texts including writing and images | effective expression and development in some detail of experiences, events, information, ideas and characters in texts including writing and images | expression and development in some detail of experiences, events, information, ideas and characters in texts including writing and images | expression and partial development in some detail of experiences, events, information, ideas and characters in texts including writing and images | expression and fragmented development in some detail of experiences, events, information, ideas and characters in texts including writing and images |
| Skills | purposeful creation of a range of texts for familiar and unfamiliar audiences | effective creation of a range of texts for familiar and unfamiliar audiences | creation of a range of texts for familiar and unfamiliar audiences | guided creation of a range of texts for familiar and unfamiliar audiences | directed creation of a range of texts for familiar and unfamiliar audiences |
| making of purposeful presentations | making of effective presentations | making of presentations | making of partial presentations | making of fragmented presentations |
| Productive mode | Skills | active contributions to class and group discussions by:   * asking purposeful questions * providing purposeful feedback | active contributions to class and group discussions by:   * asking effective questions * providing effective feedback | active contributions to class and group discussions by:   * asking questions * providing useful feedback | active contributions to class and group discussions by:   * asking guided questions * providing guided feedback | active contributions to class and group discussions by:   * asking directed questions * providing directed feedback |
| purposeful demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context | effective demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context | demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context | partial demonstration of understanding of grammar and guided choice of vocabulary and punctuation appropriate for the purpose and context | fragmented demonstration of understanding of grammar and directed choice of vocabulary and punctuation appropriate for the purpose and context |
| accurate spelling of words purposefully using knowledge of:   * letter–sound relationships including consonant and vowel clusters * high frequency words | accurate spelling of words effectively using knowledge of:   * letter–sound relationships including consonant and vowel clusters * high frequency words | accurate spelling of words using knowledge of:   * letter–sound relationships including consonant and vowel clusters * high frequency words | with guidance, accurate spelling of words using knowledge of:   * letter–sound relationships including consonant and vowel clusters * high frequency words | with direction, accurate spelling of words using knowledge of:   * letter–sound relationships including consonant and vowel clusters * high frequency words |
| purposeful re-reading and editing checking for appropriate vocabulary, structure and meaning | effective re-reading and editing checking for appropriate vocabulary, structure and meaning | re-reading and editing checking for appropriate vocabulary, structure and meaning | guided re-reading and editing checking for appropriate vocabulary, structure and meaning | directed re-reading and editing checking for appropriate vocabulary, structure and meaning |
| purposeful use of joined letters that are accurately formed and consistent in size when writing | effective use of joined letters that are accurately formed and consistent in size when writing | use of joined letters that are accurately formed and consistent in size when writing | partial use of joined letters that are accurately formed and consistent in size when writing | fragmented use of joined letters that are accurately formed and consistent in size when writing |

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

## 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 Year 3 English SEs

These terms clarify the descriptors in the Year 3 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](https://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

| Term | Description |
| --- | --- |
| aspects | particular parts or features |
| clear; clarity | easy to perceive, understand, or interpret, without ambiguity |
| considered; consideration | thought about deliberately with a purpose |
| consistent | regular in occurrence; in agreement and not self-contradictory |
| demonstrate | give a practical exhibition an explanation |
| description; descriptive; describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| developing; develop | [demonstrates](#demonstrate) 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 |
| explanation; explanatory; explain | provide additional information that demonstrates understanding of reasoning and/or application |
| express; expression | to show, reveal, represent or put into words |
| familiar | situations or materials that have been the focus of prior learning experiences |
| fragmented | disjointed, incomplete or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | establish or indicate who or what someone or something is |
| implied meaning | suggested but not directly expressed; information and ideas in texts that have an implied meaning may be:  interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect  combined with prior experience to extrapolate on what is in the text  analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text  evaluated to make judgments using criteria  synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking |
| interaction skills | in Year 3, interaction skills include active listening behaviours and communicating in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume |
| language features | features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language);  choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production |
| literal meaning | taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a literal meaning may be:  recognised or recalled  translated or changed into a different form by, for example, paraphrasing or restating |
| partial | attempted; incomplete evidence provided |
| productive modes | speaking, writing and creating |
| purpose; purposeful | intentional; focused and clearly linked to the goals of the task |
| receptive modes | listening, reading and viewing |
| relate | to tell or report about happenings, events or circumstances |
| respond | to react to a person or text |
| restatement; restate | repeat known information |
| selection; select | choose in preference to another or others |
| sequence | to arrange in order |
| text | the means for communication; forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;  in Year 3, students should have opportunities to:  read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information  contribute actively to class and group discussions, using interaction skills such as asking questions, providing useful feedback |
| text structure | a way in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect);  choices in text structures and [language features](#language_features) together define a text type and shape its meaning |
| 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 |
| varied; variety | a number of different things |