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|  | Year 4 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.

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| Year 4 Australian Curriculum: English achievement standard |
| **Receptive modes (listening, reading and viewing)**By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others’ viewpoints. They listen for and share key points in discussions.**Productive modes (speaking, writing and creating)**Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning. |
| 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 4 English standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Receptive mode | Understanding | considered demonstration of understanding that texts have different text structures depending on purpose and context | effective demonstration of understanding that texts have different text structures depending on purpose and context | understanding that texts have different text structures depending on purpose and context | partial understanding that texts have different text structures depending on purpose and context | fragmented understanding that texts have different text structures depending on purpose and context |
| considered explanation of how language features, images and vocabulary are used to engage the interest of audiences | informed explanation of how language features, images and vocabulary are used to engage the interest of audiences | explanation of how language features, images and vocabulary are used to engage the interest of audiences | partial explanation of how language features, images and vocabulary are used to engage the interest of audiences | fragmented explanation of how language features, images and vocabulary are used to engage the interest of audiences |
| considered description of literal and implied meaning connecting ideas in different texts | effective description of literal and implied meaning connecting ideas in different texts | description of literal and implied meaning connecting ideas in different texts | partial description of literal and implied meaning connecting ideas in different texts | fragmented description of literal and implied meaning connecting ideas in different texts |
| Skills | fluent and purposeful reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words | fluent and effective reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words | fluent reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words | partial fluency of reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words | isolated fluency of reading of texts that include varied sentence structures and unfamiliar vocabulary including multisyllabic words |
| purposeful expression of preferences for particular types of texts, and purposeful response to others’ viewpoints | effective expression of preferences for particular types of texts, and effective response to others’ viewpoints | expression of preferences for particular types of texts, and response to others’ viewpoints | partial expression of preferences for particular types of texts, and response to others’ viewpoints | fragmented expression of preferences for particular types of texts, and response to others’ viewpoints |
| listening for and purposeful sharing of key points in discussions | listening for and effective sharing of key points in discussions | listening for and sharing key points in discussions | listening for and guided sharing of key points in discussions | listening for and directed sharing of key points in discussions |
| Productive mode | Understanding | considered use of language features to create coherence and add detail to their texts | effective use of language features to create coherence and add detail to their texts | use of language features to create coherence and add detail to their texts | developing use of language features to create coherence and add detail to their texts | emerging use of language features to create coherence and add detail to their texts |
| understanding how to purposefully express an opinion based on information in a text | understanding how to effectively express an opinion based on information in a text | understanding of how to express an opinion based on information in a text | partial understanding of how to express an opinion based on information in a text | fragmented understanding of how to express an opinion based on information in a text |
| creation of purposeful texts that show a considered understanding of how images and detail can be used to extend key ideas | creation of effective texts that show an informed understanding of how images and detail can be used to extend key ideas | creation of texts that show understanding of how images and detail can be used to extend key ideas | creation of texts that show partial understanding of how images and detail can be used to extend key ideas | creation of texts that show fragmented understanding of how images and detail can be used to extend ideas |
| Skills | creation of purposeful structured texts to explain ideas for different audiences | creation of effective structured texts to explain ideas for different audiences | creation of structured texts to explain ideas for different audiences | partial creation of structured texts to explain ideas for different audiences | fragmented creation of structured texts to explain ideas for different audiences |
| making of purposeful presentations | making of effective presentations | making of presentations | making of partial presentations | making of fragmented presentations |
| active contributions to class and group discussions, with purposeful variation of language according to context | active contributions to class and group discussions, with effective variation of language according to context | active contributions to class and group discussions, with variation of language according to context | active contributions to class and group discussions, with partial variation of language according to context | active contributions to class and group discussions, with fragmented variation of language according to context |
| purposeful demonstration of understanding of grammar | effective demonstration of understanding of grammar | demonstration of understanding of grammar | partial demonstration of understanding of grammar | fragmented demonstration of understanding of grammar |
| considered selection of vocabulary from a range of resources | effective selection of vocabulary from a range of resources | selection of vocabulary from a range of resources | selection of aspects of vocabulary from a range of resources | selection of fragmented vocabulary from a range of resources |
| Productive mode | Skills | use of accurate:* spelling
* purposeful punctuation
 | use of accurate:* spelling
* effective punctuation
 | use of accurate: * spelling
* punctuation
 | partial use of accurate:* spelling
* punctuation
 | fragmented use of accurate:* spelling
* punctuation
 |
| considered re-reading and editing their work to improve meaning | effective re-reading and editing their work to improve meaning | re-reading and editing their work to improve meaning | partial re-reading and editing their work to improve meaning | fragmented re-reading and editing their work to improve meaning |

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| 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.

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| 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 4 English SEs

These terms clarify the descriptors in the Year 4 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 |
| connection;connect | establish a link |
| considered;consideration | thought about deliberately with a purpose |
| consistent | regular in occurrence; in agreement and not self-contradictory |
| description;descriptive;describe | give an account of characteristics or features |
| detailed | 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 |
| explanation;explanatory;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| fluent;fluency | an ability to produce spoken or written language with appropriate phrasing, rhythm and pace;fluency involves the smooth flow of language, lack of hesitation or undue pausing  |
| 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-effectcombined with prior experience to extrapolate on what is in the textanalysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the textevaluated to make judgments using criteriasynthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking |
| informed | having relevant knowledge; being conversant with the topic |
| 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 recalledtranslated or changed into a different form by, for example, paraphrasing or restating |
| partial | attempted; incomplete evidence provided |
| productive modes | speaking, writing and creating |
| purposeful | intentional; focused and clearly linked to the goals of the task |
| receptive modes | listening, reading and viewing |
| selection;select | choose in preference to another or others |
| statement;state | a sentence or assertion |
| 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 |
| 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 |
| use of | to operate or put into effect |
| varied;variety | a number of different things |