

Prep Year English

Australian Curriculum in Queensland

February 2013 (amended March 2015)

DRAFT

Amendments notice: March 2015

Accessing current QCAA resources

Resources referred to in this document may have been updated or replaced.

Please always check the QCAA website for the most current resources to support the implementation of the Australian Curriculum: English: www.qcaa.qld.edu.au/13655.html.

Summary of amendments, March 2015

- Section 2.2.1 Prep Year standards elaborations
Table 4: The Prep Year standards elaborations removed; replaced with link to updated standards elaborations on the QCAA website; subsequent tables renumbered.
- Appendix 1: English standards elaborations terms table removed.
Updated term definitions are available as part of the standards elaborations web documents.
- Table of contents updated.

Prep Year English — Australian Curriculum in Queensland

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This material is presented in [blue text](#).

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1. Overview

Prep Year English: Australian Curriculum in Queensland provides an overview of the Australian Curriculum learning area within the context of a Kindergarten to Year 12 approach. It supports teachers' capacity by providing clarity about the focus of teaching and learning and the development of assessment to determine the quality of children's learning. It maintains flexibility for schools to design curriculum that suits their specific contexts and scope for school authorities and school priorities to inform practice.

This document includes:

| Curriculum requirements | Advice, guidelines and resources |
|--|--|
| Rationale | Planning teaching and learning |
| Aims | Standards elaborations on a five-point scale |
| Australian Curriculum content | Assessment advice and guidelines |
| Achievement standards | Reporting advice and guidelines |
| Requirements are taken directly from the Australian Curriculum: English (v4.1) developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This material is presented in blue text . Links to Australian Curriculum support materials are also provided where appropriate. | Advice, guidelines and resources are based on the Australian Curriculum Year level descriptions and organisation sections. They have been developed by the Queensland Studies Authority (QSA) to assist teachers in their planning and assessment and include links to Queensland-developed supporting resources, exemplars and templates. |

1.1 Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

1.2 Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

1.3 English in Queensland K–12

The K–12 curriculum in Queensland is aligned to the goals for Australian schooling, as expressed in the *Melbourne Declaration on Educational Goals for Young Australians**. These goals are:

- Goal 1 — Australian schooling promotes equity and excellence
- Goal 2 — All young Australians become:
 - successful learners
 - confident and creative individuals
 - active and informed citizens.

To achieve these goals, the declaration commits to the development of a world-class curriculum that will enable every child to develop:

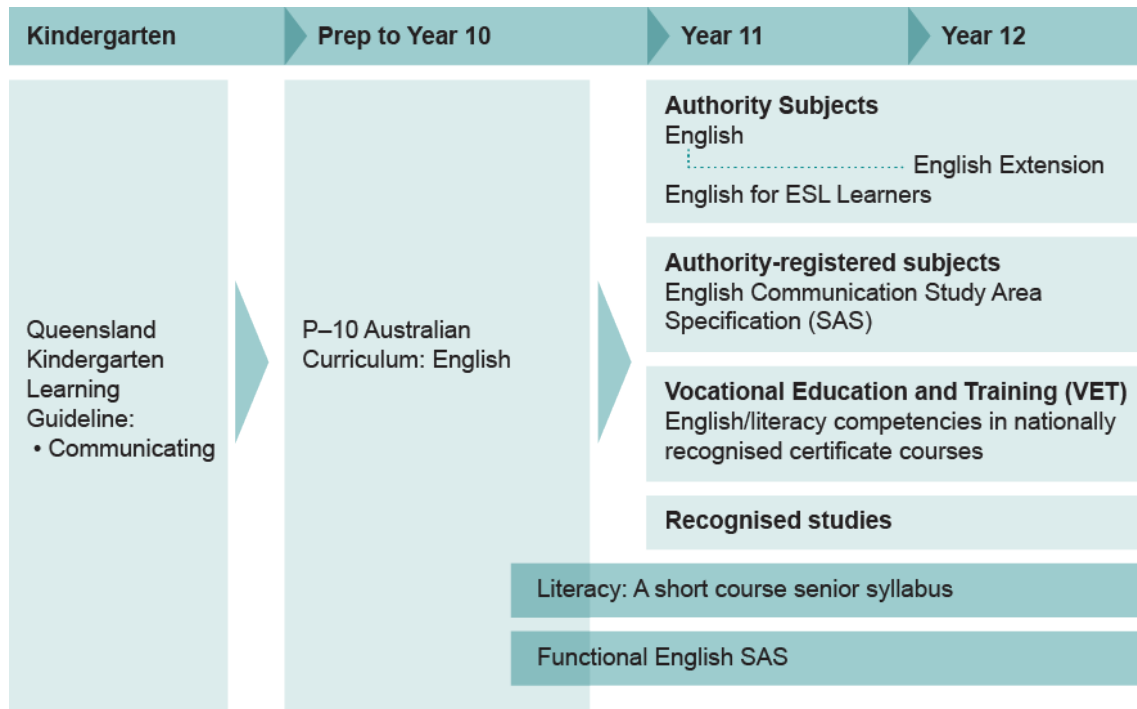
- a solid foundation of understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

There is an expectation that children will have learning opportunities in Australian Curriculum: English across P–10.

* Ministerial Council on Education, Employment, Training and Youth Affairs 2008, Melbourne Declaration on Educational Goals for Young Australians, viewed October 2012, <www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf>.

Figure 1 below shows the progression of the English learning area K–12 in Queensland, and includes the *Queensland kindergarten learning guideline*, the Prep to Year 10 Australian Curriculum and the current Queensland senior secondary courses.

Figure 1: K–12 English Curriculum



2. Curriculum

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards.

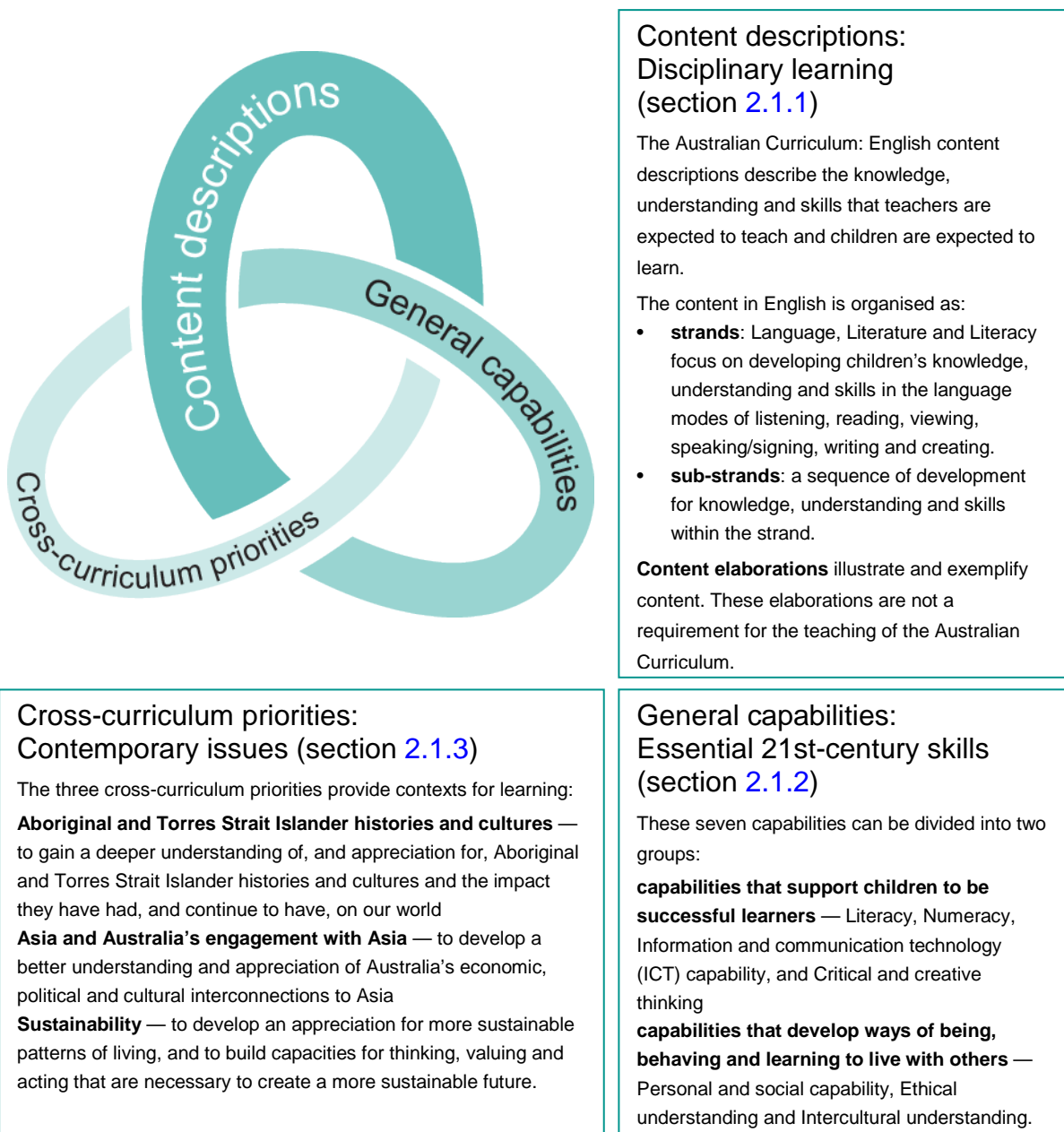
The Australian Curriculum content and achievement standards are the mandatory aspects of the Australian Curriculum.

2.1 Australian Curriculum content

The Australian Curriculum content has three components: content descriptions (section 2.1.1), general capabilities (section 2.1.2) and cross-curriculum priorities (section 2.1.3).

Schools design their programs to give children opportunities to develop their knowledge, understanding and skills in each of the three components.

Figure 2: Three components of the Australian Curriculum: English



2.1.1 Australian Curriculum: English Prep Year content descriptions

The content descriptions at each year level set out the knowledge, understanding and skills that teachers are expected to teach and children are expected to learn. They do not prescribe approaches to teaching.

In English, the content descriptions are organised using three interrelated strands: *Language*, *Literature* and *Literacy*. The strands present a sequence of development of knowledge, understanding and skills in the language modes: listening, reading, viewing, speaking/signing, writing and creating across the year levels.

Each strand is organised by sub-strands that provide more detail about the content.

Table 1: Strands and sub-strands

| Language Knowing about the English language | Literature Understanding, appreciating, responding to, analysing and creating literature | Literacy Expanding the repertoire of English usage |
|---|--|--|
| Language variation and change | Literature and context | Texts in context |
| Language for interaction | Responding to literature | Interacting with others |
| Text structure and organisation | Examining literature | Interpreting, analysing and evaluating |
| Expressing and developing ideas | Creating literature | Creating texts |
| Sound and letter knowledge | | |

Teaching and learning programs should balance and integrate all three strands. Integration is supported by the clear relationships across the sub-strands.

(See section 2.3 Planning in the English learning area)

Specific advice and guidelines for P–2 in planning, teaching, learning and reporting can be found at: www.qsa.qld.edu.au/downloads/aust_curric/ac_p-2_guidelines.pdf

Australian Curriculum: English Prep Year strands, sub-strands and content descriptions

| Language | Literature | Literacy |
|--|--|---|
| Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth | Students develop their growth and use of language through pleasurable and varied experiences of literature | Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts. |
| Language variation and change | Literature and context | Texts in context |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) | Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) | Identify some familiar texts and the contexts in which they are used (ACELY1645) |
| Language for interaction | Responding to literature | Interacting with others |
| Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) | Respond to texts , identifying favourite stories, authors and illustrators (ACELT1577) | Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) | Share feelings and thoughts about the events and characters in texts (ACELT1783) | Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) |
| | | Deliver short oral presentations to peers (ACELY1647) |
| Text structure and organisation | Examining literature | Interpreting, analysing and evaluating |
| Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) | Identify some features of texts including events and characters and retell events from a text (ACELT1578) | Identify some differences between imaginative and informative texts (ACELY1648) |

| Language | Literature | Literacy |
|--|---|--|
| Understand that some language in written texts is unlike everyday spoken language (ACELA1431) | Recognise some different types of literary texts and identify some characteristic features of literary texts , for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) | Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) |
| Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) | Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) | Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) |
| Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) | | |
| Expressing and developing ideas | Creating literature | Creating texts |
| Recognise that sentences are key units for expressing ideas (ACELA1435) | Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) | Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) |
| Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) | | Produce some lower case and upper case letters using learned letter formations (ACELY1653) |
| Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) | | Construct texts using software including word processing programs (ACELY1654) |
| Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) | | |

| Language | Literature | Literacy |
|--|------------|----------|
| <p>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)</p> | | |
| <p>Know how to use onset and rime to spell words (ACELA1438)</p> | | |
| <p>Sound and letter knowledge</p> | | |
| <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> | | |
| <p>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)[†]</p> | | |

Content elaborations

Content elaborations illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. The elaborations are *not a requirement* for the teaching of the Australian Curriculum. They are not individualised teaching points intended to be taught to all children.

[†] Codes included with the Australian Curriculum content descriptions relate to hyperlinks into the Australian Curriculum website <www.australiancurriculum.edu.au/English/Curriculum/F-10>. Each unique identifier provides the user with the content description, content elaboration, and links to general capabilities, cross-curriculum priorities and modes.

2.1.2 General capabilities

The general capabilities are embedded in the content descriptions. The seven capabilities can be divided into two broad groups. These broad groups include capabilities that:

- support children to be successful learners: Literacy, Numeracy, Information and communication technology (ICT) capability, and Critical and creative thinking
- develop ways of being, behaving and learning to live with others: Personal and social capability, Ethical understanding and Intercultural understanding.

Each of the general capabilities can be relevant to teaching and learning in English and explicit teaching of the capabilities should be incorporated in teaching and learning activities where appropriate.

See also: www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum

Literacy capability and Literacy strand

The teaching of literacy skills is essential for children in all learning areas and this is recognised in the Australian Curriculum through the Literacy capability.

Literacy has a central place in English programs. The development of literacy is explicitly described in the Literacy strand. Teachers of English have a particular responsibility for the explicit teaching of literacy skills.

In both the Literacy strand and the Literacy capability, literacy refers to reading, writing, creating, speaking/signing, listening and viewing for a range of purposes and in a range of contexts. In the 21st century, literacy also includes skills in the use and creation of texts using new technologies, multimedia, and visual and digital texts.

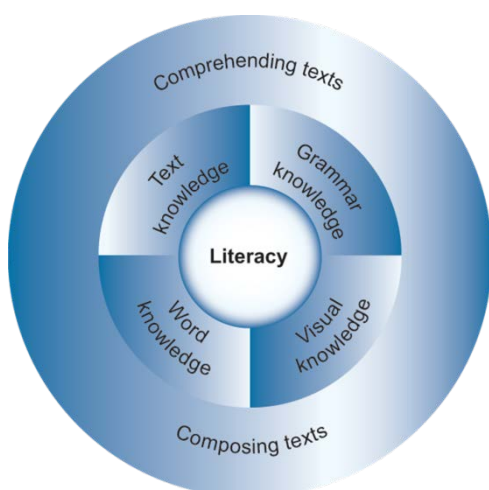
In English programs, literacy is developed through the specific study of the English language in all its forms, enabling students to understand how the English language works. Students learn literacy knowledge and skills as they critically assess writers' opinions, biases and intents; they apply their literacy capability when they interpret and make increasingly sophisticated language choices in their own texts.

Australian Curriculum literacy continuum

The Australian Curriculum literacy continuum is a resource to support teachers in all learning areas to develop and monitor students' literacy abilities. The continuum is organised as Levels 1 to 6 that typically, but not exclusively, align with years of schooling to emphasise that the continuum presents a sequence of learning independent of student age:

- Level 1 — typically by the end of Foundation Year
- Level 2 — typically by the end of Year 2
- Level 3 — typically by the end of Year 4
- Level 4 — typically by the end of Year 6
- Level 5 — typically by the end of Year 8
- Level 6 — typically by the end of Year 10.

The organising elements for Literacy are described in the following way:



See also:

www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Introduction/Introduction

P–10 Literacy Indicators

The QSA P–10 Literacy Indicators are aligned to the Australian Curriculum (v4.1) and informed by data from Queensland performance on national assessment. The Indicators are organised as Year level descriptions and provide specific detail to support planning for, and monitoring of, children's literacy knowledge, understanding and skills across the learning areas. For further information, see: www.qsa.qld.edu.au/17929.html.

Table 2: General capabilities that support children to be successful learners are embedded in the English content descriptions where appropriate.

| | Definition | In English | Links |
|-----------------|--|--|--|
| Numeracy | Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. | <p>Students use numeracy skills when interpreting, analysing and creating texts involving quantitative and spatial information such as percentages and statistics, numbers, measurements and directions. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information using that understanding to discuss the credibility of sources.</p> <p>Visual texts may present a range of numeracy demands. Interpreting and creating graphic organisers requires students to examine relationships between various components of a situation and to sort information into categories including characteristics that can be measured or counted. Understanding the mathematical ideas behind visual organisers such as Venn diagrams or flowcharts helps students to use them more effectively.</p> | <p>ACARA Numeracy capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction</p> <p>QSA Numeracy Indicators www.qsa.qld.edu.au/17929.html</p> |

| | Definition | In English | Links |
|---------------------------------------|---|--|--|
| ICT capability | Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. | <p>ICT capability is an important component of the English curriculum. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, and collaborate and communicate with others electronically. In particular, they employ ICT to access, analyse, modify and create multimodal texts, including through digital publishing.</p> <p>As students interpret and create digital texts, they develop their capability in ICT including word processing, navigating and following research trails and selecting and evaluating information found online.</p> | <p>ACARA ICT capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability/Introduction/Introduction</p> |
| Critical and creative thinking | Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. | <p>Critical and creative thinking are essential to developing understanding in English. Students employ critical and creative thinking through discussions, the close analysis of texts and through the creation of their own written, visual and multimodal texts that require logic, imagination and innovation. Students use creative thinking when they imagine possibilities, plan, explore and create ideas and texts.</p> <p>Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to see existing situations in new ways, and explore the creative possibilities of the English language. In discussion students develop critical thinking as they state and justify a point of view and respond to the views of others. Through reading, viewing and listening students critically analyse the opinions, points of view and unstated assumptions embedded in texts.</p> | <p>ACARA Critical and creative thinking capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking/Introduction/Introduction</p> |

Table 3: General capabilities that develop ways of being, behaving and learning to live with others are embedded in the English content descriptions where appropriate.

| | Definition | In English | Links |
|---------------------------------------|---|---|--|
| Personal and social capability | Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. | <p>There are many opportunities for students to develop personal and social capability in English. Language is central to personal and social identity. Using English to develop communication skills and self-expression assists students' personal and social development as they become effective communicators able to articulate their own opinions and beliefs and to interact and collaborate with others.</p> <p>The study of English as a system helps students to understand how language functions as a key component of social interactions across all social situations. Through close reading and discussion of texts students experience and evaluate a range of personal and social behaviours and perspectives and develop connections and empathy with characters in different social contexts.</p> | <p>ACARA Personal and social capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability/Introduction/Introduction</p> |

| | Definition | In English | Links |
|------------------------------------|---|---|--|
| Ethical understanding | Students develop the capability to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. | <p>Students develop ethical understanding as they study the issues and dilemmas present in a range of texts and explore how ethical principles affect the behaviour and judgment of characters and those involved in issues and events. Students apply the skills of reasoning, empathy and imagination, consider and make judgments about actions and motives, and speculate on how life experiences affect and influence people’s decision making and whether various positions held are reasonable.</p> <p>The study of English helps students to understand how language can be used to influence judgments about behaviour, speculate about consequences and influence opinions and that language can carry embedded negative and positive connotations that can be used in ways that help or hurt others.</p> | <p>ACARA Ethical understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding/Introduction/Introduction</p> |
| Intercultural understanding | Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. | <p>Students develop intercultural understanding through the study of the English language and the ways it has been influenced by different cultural groups, languages, speakers and writers. In interpreting and analysing authors’ ideas and positions in a range of texts in English and in translation to English, they learn to question stated and unstated cultural beliefs and assumptions, and issues of intercultural meaning.</p> <p>Students use Intercultural understanding to comprehend and create a range of texts, that present diverse cultural perspectives and to empathise with a variety of people and characters in various cultural settings.</p> | <p>ACARA Intercultural understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Introduction/Introduction</p> |

2.1.3 Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities about which young Australians should learn in all learning areas. The priorities provide contexts for learning. The three priorities are Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

| Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability |
|---|---|---|
| <p>The English curriculum provides opportunities for strengthening and deepening children's knowledge, understanding and appreciation of the first peoples of the land and their contributions to Australian society and cultures by including relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies to:</p> <ul style="list-style-type: none"> • enhance understanding of English literacy through knowing there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions • develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature • develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | <p>The English curriculum enables children to explore and appreciate the diverse range of traditional and contemporary texts from and about the peoples and countries of Asia, including texts written by Australians of Asian heritage. It enables children to understand how Australian culture and the English language have been influenced by the many Asian languages used in Australian homes, classrooms and communities. In English, children draw on knowledge of the Asia region, including literature, to influence and enhance their own creative pursuits. They develop communication skills that reflect cultural awareness and intercultural understanding.</p> | <p>The English curriculum develops children's skills to investigate, analyse and communicate ideas and information, and to advocate, generate and evaluate actions. They interrogate a range of texts to shape their decision making and create texts that inform and persuade others. These skills can be demonstrated through developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice and sustainable futures.</p> |
| <p>For further information and resources to support planning to include the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures, see: www.qsa.qld.edu.au/downloads/aust_curr/ac_ccp_atSI_cultures_english.pdf</p> | <p>For further information and resources to support planning to include the cross-curriculum priority Asia and Australia's engagement with Asia, see: www.asiaeducation.edu.au/aust_curr_strategy_landing_page.html</p> | <p>For further information and resources to support planning to include the cross-curriculum priority Sustainability, see: www.australiancurriculum.edu.au/CrossCurriculumPriorities</p> |

2.2 Achievement standards

The Australian Curriculum is standards-based.

The Australian Curriculum achievement standards are a mandatory aspect of the Australian Curriculum for schools to implement.

The Australian Curriculum achievement standards are organised as Understanding and Skills and describe a broad sequence of expected learning, across P–10. The achievement standard emphasises the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge children typically demonstrate *at the end of each teaching and learning year*. The achievement standard should be read in conjunction with the content descriptions.

Figure 3: By the end of Foundation (Prep), children are expected to typically know and be able to do the following:

| Receptive modes (listening, reading and viewing) | |
|---|---|
| <p>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.</p> <p>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> |  <p>Receptive modes relate to understanding and skills in listening, reading and viewing.</p> |
| Productive modes (speaking/signing, writing and creating) | |
| <p>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, letter patterns and sounds in words.</p> <p>When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters</p> |  <p>Productive modes relate to understanding and skills in speaking/signing, writing and creating.</p> |

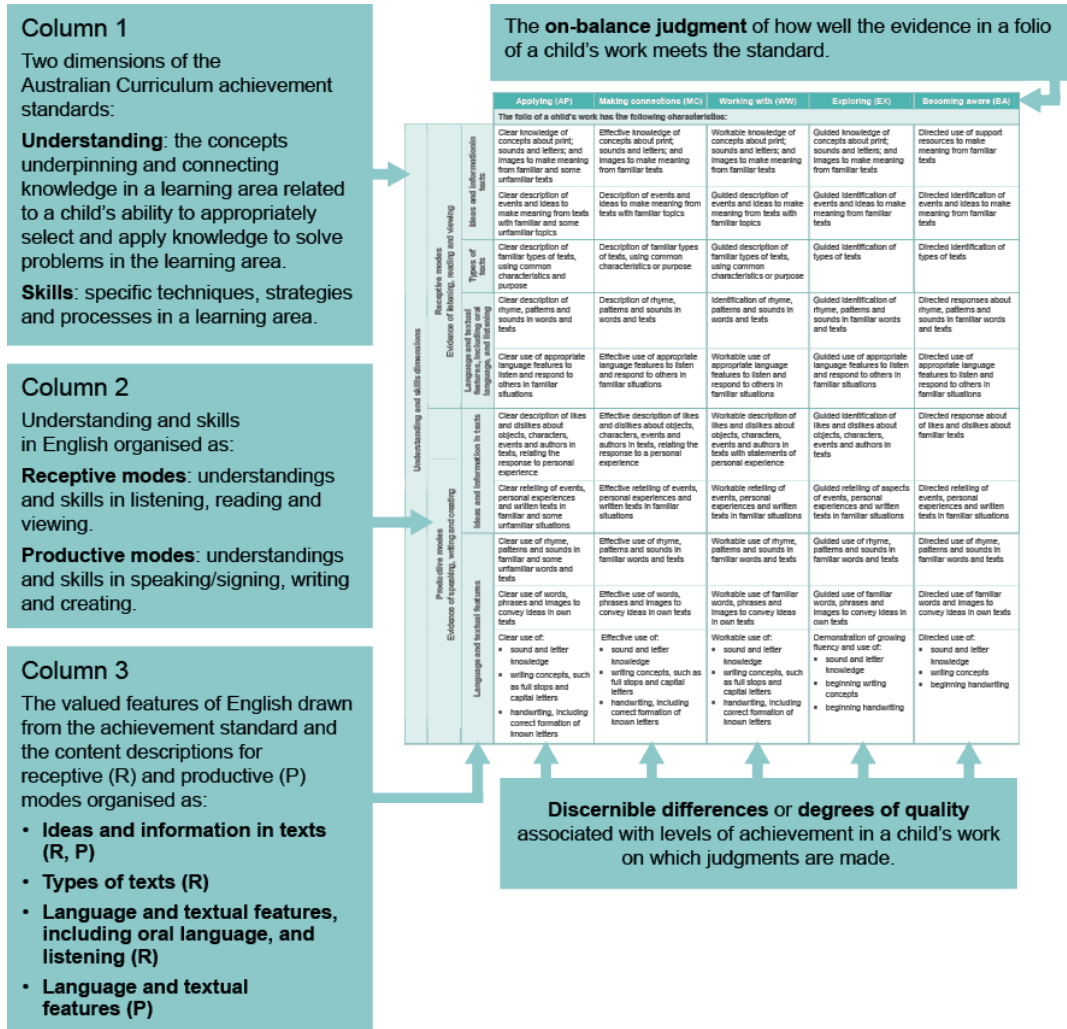
2.2.1 Prep Year standard elaborations

The Prep Year standard elaborations provide a basis for judging *how well* children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. It is a resource to assist teachers to make consistent and comparable evidence-based judgments. The standard elaborations should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

Teachers can use the standard elaborations to:

- match the evidence of learning in a folio or collection of a child's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (See section 4)
- inform the development of an assessment program and individual assessments (See section 3.3)
- inform the development of task-specific standards (See sections 3.4 and 3.5)

The structure of the English standard elaborations



Amendment: March 2015

Standards elaborations have been updated and are available from the QCAA website in both Word and PDF formats: www.qcaa.qld.edu.au/27953.html.

2.3 Planning in the English learning area

Schools plan their curriculum and assessment using the Australian Curriculum content descriptions and achievement standards.

Curriculum and assessment planning within schools occurs at three levels:

- Whole school plan
www.qsa.qld.edu.au/downloads/p_10/ac_plan_implementing.pdf
- Year level plan / Multiple year level plan
www.qsa.qld.edu.au/downloads/p_10/ac_p10_year_level_planning.pdf
www.qsa.qld.edu.au/downloads/p_10/ac_p10_multi_year_level_plan.pdf
- Unit overview / Unit overview planning for multiple year levels
www.qsa.qld.edu.au/downloads/p_10/ac_p10_unit_overview_planning.pdf
www.qsa.qld.edu.au/downloads/p_10/ac_p10_multi_unit_overview_plan.pdf

For planning templates and Prep Year English exemplar year and unit plans, see:
www.qsa.qld.edu.au/prep-english-resources.html

2.3.1 Time allocation

Indicative time allocations support schools in planning teaching and learning experiences using the Australian Curriculum: English. Schools may decide to timetable more hours for a learning area.

The indicative time allocations are presented as two sets of minimum hours per year that provide reasonable flexibility. In Prep, the minimum number of hours for teaching, learning and assessment per year for the Australian Curriculum: English is:

- at least 250 hours per year where there are 37 teaching weeks available in the year
- at least 270 hours per year where there are 40 teaching weeks available in the year.

See www.qsa.qld.edu.au/downloads/early_middle/ac_time_alloc_entitlement_advice.pdf

2.3.2 Principles for effective planning

The principles that underpin effective curriculum and assessment planning include:

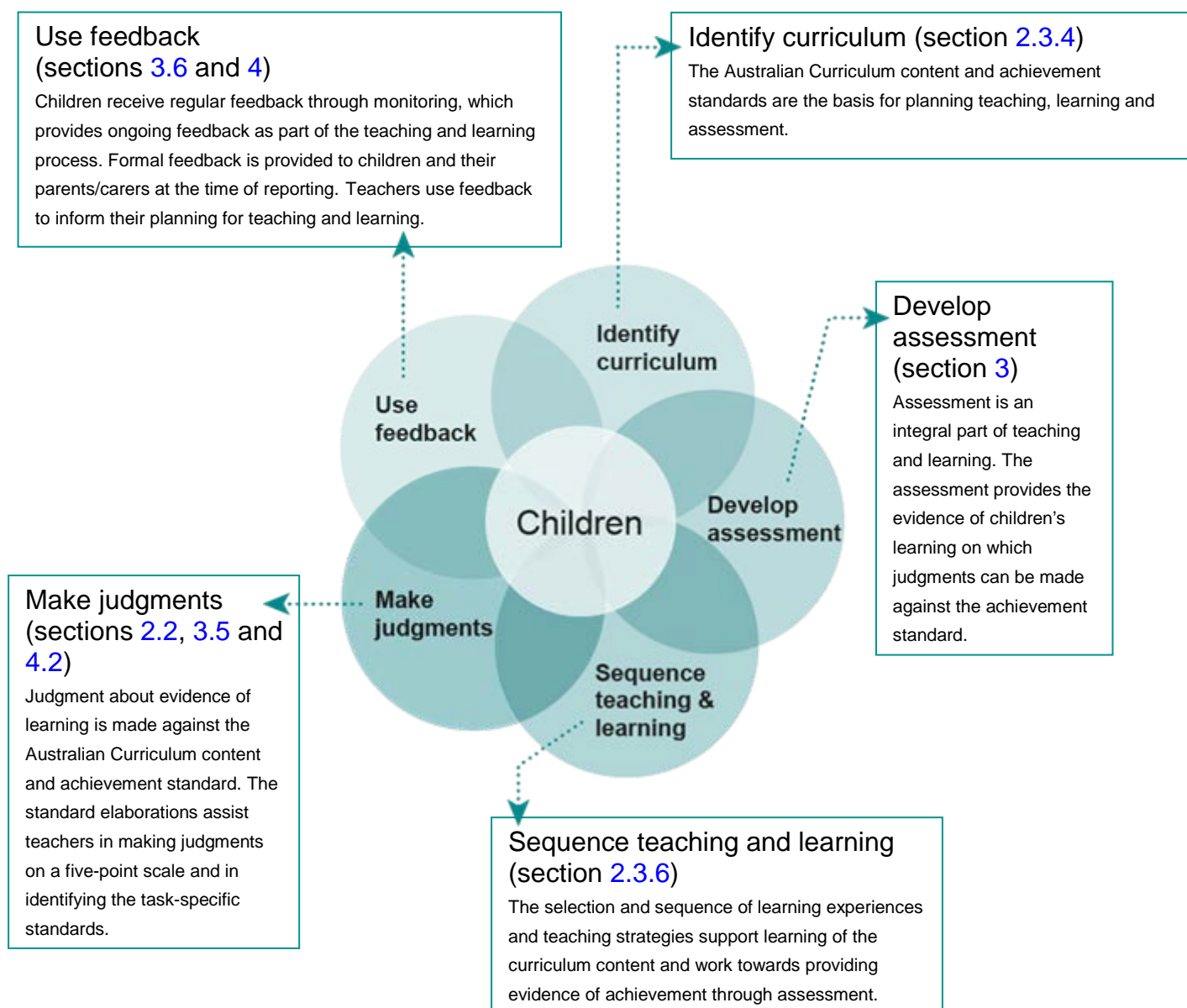
- High expectations for all children — High expectations are built on differentiation of teaching and learning for all children in single and multiple year-level contexts.
- Alignment of teaching and learning, and assessment and reporting — Curriculum and assessment planning is thoughtful and ensures that all parts are connected. Plans are reviewed regularly to inform future planning, teaching, learning and assessment.
- Standards- and school-based assessment for learning — Teachers use standards to build a shared understanding of the qualities found in children's work, and to communicate achievement to children, parents/carers and the system.
- Balance of informed prescription and teacher professional judgment — Teachers exercise their professional judgment and make decisions about teaching and learning in their school within the context of the Australian Curriculum and system and sector priorities.

2.3.3 Elements of effective planning for alignment

Curriculum and assessment planning is guided by five interdependent elements of professional practice. These five elements can be used in any sequence but all should be considered:

- Identify curriculum
- Develop assessment
- Sequence teaching and learning
- Make judgments
- Use feedback

Figure 4: The five elements for effective curriculum and assessment planning



Planning that considers these five elements strengthens alignment and ensures that:

- what is taught informs how it is taught, how children are assessed and how the learning is reported
- what is assessed relates directly to what children have had an opportunity to learn
- specific feedback, based on what has been learnt and assessed, provides a basis for decisions about continuous improvement in teaching and learning
- what is reported to children, parents/carers and other teachers aligns with what has been learnt.

2.3.4 Identifying curriculum

Prep Year English teaching and learning programs are developed from the:

- Prep Year Australian Curriculum: English content descriptions to:
 - determine the scope of learning and ensure all required learning is included
 - identify relevant general capabilities
 - determine appropriate contexts for teaching and learning, including the cross-curriculum priorities
- Prep Year Australian Curriculum: English achievement standard to identify the expected and valued qualities of children's work.

When planning a teaching and learning program, consider:

- What am I required to teach?
- What should children have the opportunity to learn?
- What are the expected and valued qualities of children's work?

See the English scope and sequence developed by the Australian Curriculum, Assessment and Reporting Authority available at:

www.australiancurriculum.edu.au/Australian%20Curriculum.pdf?type=0&a=E&l=9&e=6

2.3.5 Developing assessment

Assessment provides the evidence of learning. An assessment program is planned at the same time as the teaching and learning program and is developed using the content descriptions and achievement standard.

When developing assessment, consider:

- What evidence of learning do I need to collect?
- How and when will I collect the evidence of learning?

See section 3 for advice about developing an assessment program.

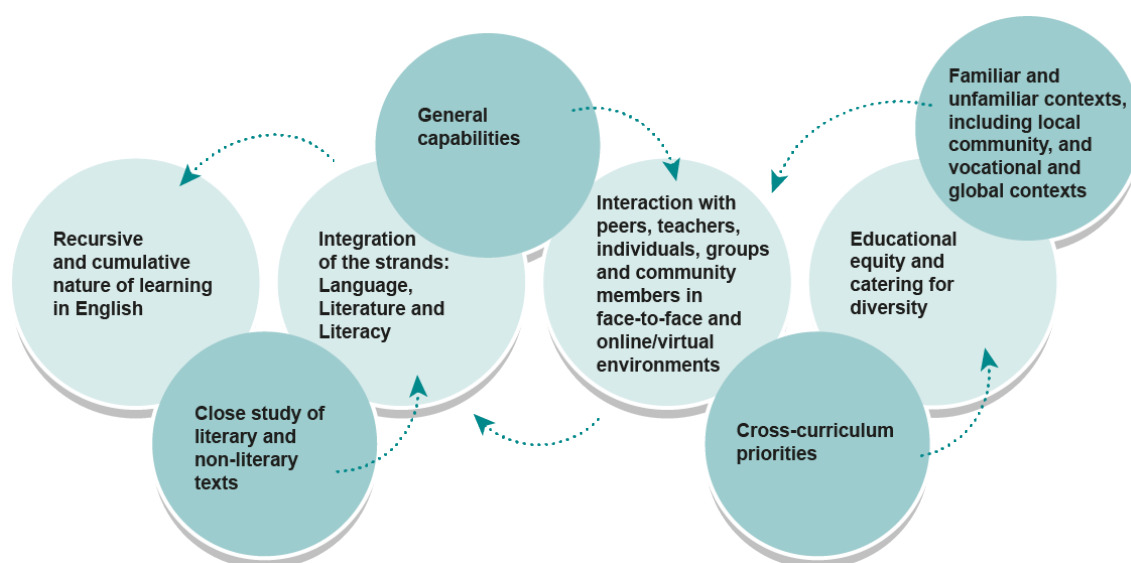
2.3.6 Sequencing teaching and learning

Learning experiences and teaching strategies are selected and sequenced to support active engagement in learning and to provide opportunities for children to engage with all aspects of the curriculum content to develop their understanding and skills.

When sequencing teaching and learning, consider:

- How will I sequence teaching strategies and learning experiences to cover the curriculum content, ensure depth of learning and support children's success in the assessment?
- How do I include opportunities for all children to learn?

Figure 5: Learning experiences in English



Build on concepts, skills and processes developed in earlier years

The P–10 English curriculum builds children's knowledge and understanding about language, literacy and literature. English teaching and learning programs are recursive and cumulative allowing children to practise, consolidate and extend what they have learned from previous years. A concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

See the English scope and sequence developed by the Australian Curriculum, Assessment and Reporting Authority available at:

www.australiancurriculum.edu.au/Australian%20Curriculum.pdf?type=0&a=E&l=9&e=6



Integrate Language, Literature and Literacy

English teaching and learning programs balance and integrate the three strands: Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in the language modes: listening, reading, viewing, speaking/signing, writing and creating.

The language modes are incorporated in the content descriptions in each strand in an integrated and interdependent way. Classroom contexts that address particular content descriptions will draw from more than one of the language modes to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking/signing and writing as well as in their comprehension of both spoken and written texts.

The relationships across the sub-strands support an integrated approach.

Table 4: English strands and sub-strands

| Language Knowing about the English language | Literature Understanding, appreciating, responding to, analysing and creating literature | Literacy Expanding the repertoire of English usage | |
|--|--|---|--|
| Language variation and change Focus: <ul style="list-style-type: none"> Languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. These factors, and new virtual communities and environments, continue to affect the nature and spread of English. | Literature and context Focus: <ul style="list-style-type: none"> Ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts. | Texts in context Focus: <ul style="list-style-type: none"> Texts from different cultures or historical periods may reveal different patterns in how they narrate, inform and persuade. |  <p>These sub-strands are concerned with historical, social and cultural contexts and change.</p> |
| Language for interaction Focus: <ul style="list-style-type: none"> Language used by individuals varies according to their social setting and the relationships between the participants. Accents and styles of speech and idiom are part of the creation and expression of personal and social identities. | Responding to literature Focus: <ul style="list-style-type: none"> Identify personal ideas, experiences and opinions about literary texts and discuss them with others. Recognise areas of agreement and difference, and how to develop and refine interpretations through discussion and argument. | Interacting with others Focus: <ul style="list-style-type: none"> Use language patterns to express ideas and key concepts to develop and defend arguments, individually and in groups. Promote a point of view by designing, rehearsing and delivering spoken and written presentations and appropriately selecting and sequencing linguistic and multimodal elements. |  <p>These sub-strands are concerned with:</p> <ul style="list-style-type: none"> listening and speaking/signing interaction with others developing and presenting discussions and arguments. |

| Language Knowing about the English language | Literature Understanding, appreciating, responding to, analysing and creating literature | Literacy Expanding the repertoire of English usage | |
|--|--|---|---|
| <p>Text structure and organisation</p> <p>Focus:</p> <ul style="list-style-type: none"> • Texts are structured to achieve particular purposes. • Language is used to create texts that are cohesive and coherent. • Texts about specialised topics contain more complex language patterns and features. • Authors guide the readers/viewers through the text through effective use of resources at the level of the whole text, the paragraph and the sentence. | <p>Examining literature</p> <p>Focus:</p> <ul style="list-style-type: none"> • Explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres and discuss the appeal of these genres. • Compare and appraise the ways authors use language and literary techniques and devices to influence readers. • Understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect. | <p>Interpreting, analysing and evaluating</p> <p>Focus:</p> <ul style="list-style-type: none"> • Comprehend what is read and viewed by applying growing contextual, semantic, grammatical and phonic knowledge. • Develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. • Explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences. • Use knowledge of textual features to explain how texts make an impact on different audiences. | <p>These sub-strands are concerned with interpreting, analysing and evaluating texts.</p> |

| Language Knowing about the English language | Literature Understanding, appreciating, responding to, analysing and creating literature | Literacy Expanding the repertoire of English usage | |
|---|---|---|---|
| <p>Expressing and developing ideas</p> <p>Focus:</p> <ul style="list-style-type: none"> • Effective authors control and use an increasingly differentiated range of clause structures, words and word groups as well as combinations of sound, image, movement, verbal elements and layout. • The conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes. | <p>Creating literature</p> <p>Focus:</p> <ul style="list-style-type: none"> • Use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. • Use print, digital and online media to develop skills that convey meaning, address significant issues and heighten engagement and impact. | <p>Creating texts</p> <p>Focus:</p> <ul style="list-style-type: none"> • Apply knowledge developed in other strands and sub-strands to create — with clarity, authority and novelty — a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. • Strategically select key aspects of a topic as well as language, visual and audio features. • Edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. • Develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. • Use a range of software programs, including word processing software, and purposefully select from a range of functions to communicate and create clear, effective, informative and innovative texts. | <p>These sub-strands are about the productive mode and how to use language to create imaginative, informative and persuasive texts.</p> |

Include close study of texts

Close study involves engaging deeply with fewer texts and focusing on specific details in the text that generate meaning, e.g. looking at the effects of such elements of meaning as word choice, imagery, rhetorical devices, tone or atmosphere, point of view, sound effects, allusions to other literary works, structure and so on. It includes consideration of structures, layouts and graphics in order to fully understand and appreciate the issues and ideas in texts. Examples of strategies for “close study” are found in the content description elaborations. (See section 2.1.1. Click on the links to access content description elaborations.)

Include a range and balance of texts

English teaching and learning programs focus on the study of texts.

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media.

English programs include opportunities for children to read, listen to and view a range and balance of literary and non-literary texts that encourage their development as language learners and users.

Children engage with the cross-curriculum priorities through the inclusion of the study of texts from different times, places and cultures. Programs should include:

- Australian literature
- oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples
- classic and contemporary world literature, including texts from and about Asia.

Table 5: Literary texts

| | |
|---|--|
| <p>Literary texts include contemporary and traditional texts that are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literary texts use language in aesthetic, imaginative and engaging ways to entertain, to move, to reflect and to express, create, explore and challenge identity. These texts include narrative and non-narrative forms.</p> <p>The term 'literature' refers to texts that are valued for their form and style and are recognised as having enduring or artistic value. The literature strand is aimed at encouraging teachers to use literary texts for close study or comparative purposes to engage students in discussing, examining, interpreting and evaluating texts whose primary purpose is aesthetic in increasingly sophisticated and informed 'literary' ways.</p> | <p>Prep Year literary texts</p> <p>Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters.</p> <p>Some examples of literary texts include:</p> <ul style="list-style-type: none">• traditional oral texts including Aboriginal stories• picture books• various types of stories• rhyming verse• poetry• non-fiction• film• multimodal texts• dramatic performances. <p>Include a range of literary texts across a P–2 program.</p> |
|---|--|

Table 6: Non-literary texts

| | |
|--|---|
| <p>Non-literary texts are contemporary, traditional and everyday texts that use language (spoken/signed and written) to inform, explain, analyse, argue, persuade and give opinions; to remember, recall and report on things, events and issues; to transact and negotiate relationships, goods and services.</p> | <p>Prep Year non-literary texts</p> <p>In Prep, non-literary texts provide opportunities for students to develop understandings of informative texts that present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p> <p>Some examples of non-literary texts include:</p> <ul style="list-style-type: none">• informative texts including online texts• everyday texts of work, family and community life such as signs and newspaper advertisements• reflective texts such as diaries and personal letters• documentary films/clips. <p>Include a range of non-literary texts across a P–2 program.</p> |
|--|---|

For further information, including reading lists, see:

www.australiancurriculum.edu.au/English/Advice-on-selection-of-literary-texts

Include the general capabilities

The general capabilities are relevant to teaching and learning in English, and explicit teaching of the capabilities should be incorporated in teaching and learning activities where appropriate. Section 2.1.2 outlines how the general capabilities are an integral part of an English program.

Embed meaningful contexts

Schools develop learning contexts to suit the content to be taught and the children's interests and learning needs. It is important to actively engage children in learning that is relevant and of interest to them. The focus or context for learning should connect with issues of personal or social relevance to children. The cross-curriculum priorities provide rich and engaging contexts for developing children's abilities in listening, speaking/signing, reading, viewing, writing and creating. (See section 2.1.3 for information about the priorities).

Prep should include opportunities to [communicate with peers, teachers, known adults, and students from other classes](#).

2.3.7 Educational equity

Equity means fair treatment of all. In developing teaching, learning and assessment programs, teachers provide opportunities for all children to demonstrate what they know and what they can do.

See the QSA *Equity statement*:

www.qsa.qld.edu.au/downloads/approach/qsa_equity_statement.pdf

Catering for diversity

Schools and school sectors determine which children require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for children who have been identified as having specific educational requirements to make participation possible in all or part of the teaching and learning experiences and assessments
- interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to assist children for whom English is not their first language and who are assessed as not achieving a reading level appropriate to complete the assessment.

In exceptional circumstances, the school, in consultation with staff and parents/carers, may make decisions about the level of engagement with a particular assessment, according to school sector policy.

Inclusive strategies

Adjustments to teaching, learning and assessment can be grouped into five broad areas: *timing, scheduling, setting, presentation and response*.

Teachers consider the inclusive strategies to make adjustments to teaching and learning experiences and assessments to enable all children to demonstrate their knowledge, skills or competencies.

The inclusive strategies should be considered in combination when planning, developing and documenting the adjustment of learning experiences and assessment. For example, when planning an assessment, the teacher may need to consider adjusting the timing, setting, presentation and response to ensure the child is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful participation and achievement.

Further information and resources about inclusive strategies, see:

www.qsa.qld.edu.au/18307.html

English as an Additional Language or Dialect

Further information and resources about English as an Additional Language or Dialect, see:

- Overview and EAL/D Learning Progression
www.acara.edu.au/verve/_resources/English_as_an_Additional_Language_or_Dialect_Teacher_Resource_05_06_12.pdf
- Annotated content descriptions: English Foundation to Year 10
www.acara.edu.au/verve/_resources/EALD_Learning_Area_Annotations_English_Revised_06_05_12.pdf

3. Assessment

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about children's achievements. An awareness of what learning is assessed and how it is assessed helps both children and parents/carers develop an understanding of what is valued and where to focus attention.

Assessment is used for a variety of purposes, but its most important use is in supporting learning.

Sufficient and suitable evidence is collected to enable fair judgments to be made about learning. Once the evidence is collected and analysed, it is summarised and presented in ways that are meaningful and useful to:

- help children achieve the highest standards they can
- promote, assist and improve teaching and learning
- build a shared understanding of the qualities of children's work and communicate meaningful information about children's progress and achievements to children, teachers, parents/carers and the system.

See [Appendix 2: Principles of assessment](#)

Specific advice and guidelines on assessment for P–2 can be found at: www.qsa.qld.edu.au/downloads/aust_curric/ac_p-2_guidelines.pdf

3.1 Standards-based assessment

The Australian Curriculum is standards-based (see section 2.2).

Teacher judgment is guided by achievement standards that are fixed reference points used to describe what is valued as important for young people to know, understand and do. The standards describe the expected qualities of children's work and give a common frame of reference and a shared language to describe achievement.

Standards-based assessment is an integral part of the teaching and learning process that is planned and ongoing.

3.2 School-based assessment

School-based assessment involves individual teachers or groups of teachers making informed decisions about what evidence of learning will be collected at suitable intervals as part of the teaching and learning program.

School-based assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught, how learning is assessed and how learning is reported.

3.3 Developing an assessment program

An assessment program is planned at the same time as the teaching and learning program and is developed using the achievement standard and the content descriptions.

A planned assessment program will:

- guide and support targeted teaching and learning
- ensure children have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to children about how they can improve their learning
- clarify future teaching and learning needs
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of children’s work against the standard.

Table 7: Types and purposes of assessment that may be included in an assessment program

| | |
|--|---|
| Diagnostic assessment | Assessment for learning |
| Provides opportunities to use assessment to determine the nature of children’s learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators | Enables teachers to use information about children’s progress to inform their teaching, e.g. using feedback from a previous unit to inform learning in the current unit |
| Formative assessment | Assessment as learning |
| Focuses on monitoring to improve children’s learning, e.g. practising an assessment technique | Enables children to reflect on and monitor their own progress to inform their future learning goals, e.g. opportunities to reflect on an inquiry process |
| Summative assessment | Assessment of learning |
| Indicates standards achieved at particular points for reporting purposes, e.g. an assessment that contributes to a reported result | Assists teachers to use evidence of learning to assess children’s achievement against standards, e.g. the assessments contained in the targeted folio for reporting |

The assessment program includes:

- a range and balance of assessment categories, techniques and conditions appropriate for the learning area, the year level, the school context and the cohort
- opportunities for children to become familiar with the assessment techniques and for teachers to monitor children’s achievement and provide feedback to children.

For fact sheets about assessment for learning, see:

- Assessment for learning — A new perspective
www.qsa.qld.edu.au/downloads/p_10/as_afl_new_perspective.doc
- Assessment for learning — Improving assessment pedagogy
www.qsa.qld.edu.au/downloads/p_10/as_afl_improv_pedagogy.doc
- Assessment for learning — School improvement
www.qsa.qld.edu.au/downloads/p_10/as_afl_school_improve.doc
- Assessment for learning — Student achievement
www.qsa.qld.edu.au/downloads/p_10/as_afl_student_achieve.doc

- Assessment for learning — Inclusive practice
www.qsa.qld.edu.au/downloads/p_10/as_afl_inclusive_practice.doc
- Assessment for learning — Developing student understanding
www.qsa.qld.edu.au/downloads/p_10/as_afl_dev_stud_understand.doc

3.4 Prep Year English assessment folio

The planned assessment program specifies the evidence of learning that is summative assessment or assessment *of* learning and when it will be collected. This collection of responses to assessments makes up a targeted assessment folio.

The targeted assessment folio contains sufficient evidence of learning on which to make a defensible on-balance judgment on a five-point scale about how well the evidence of children’s learning matches the standard for the reporting period. (See section 4.2 for advice and information about making an on-balance judgment on a folio of work).

A Prep Year English assessment folio includes children’s responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the achievement standard.

Table 8: Range and balance

| Range | and | Balance |
|--|-----|--|
| Range is informed by: | | Balance is achieved by including: |
| <ul style="list-style-type: none"> • content descriptions | | <ul style="list-style-type: none"> • all aspects of the curriculum content across the three strands — Language, Literature and Literacy |
| <ul style="list-style-type: none"> • assessment categories: <ul style="list-style-type: none"> – written – spoken/signed – multimodal | | <ul style="list-style-type: none"> • all aspects of the Australian Curriculum achievement standard: Understanding and Skills in responding to texts (receptive) and creating texts (productive) |
| <ul style="list-style-type: none"> • assessment techniques (section 3.4.1): <ul style="list-style-type: none"> – imaginative texts – informative texts – persuasive texts | | <ul style="list-style-type: none"> • a variety of assessment categories, techniques and conditions. |
| <ul style="list-style-type: none"> • assessment conditions (section 3.4.2): <ul style="list-style-type: none"> – supervised – open. | | |

An example of an assessment program for Prep Year English is in the Prep Year exemplar year plan: www.qsa.qld.edu.au/downloads/p_10/ac_english_prep_plan.doc.

The Prep standard elaborations (section 2.2.1) identify the valued features in the content descriptions and the achievement standard for Australian Curriculum: English. Teachers can use the standard elaborations to ensure their assessment program includes opportunities for children to demonstrate their achievement in *all* aspects of the curriculum content and achievement standard for the full five-point scale range by the end of the year.

See standard elaborations: www.qsa.qld.edu.au/prep-english-curriculum.html.

3.4.1 Assessment techniques, formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program. In P–2, techniques, formats and categories might include texts that are short responses, sentences, sentence fragments, single words or sounds.

Table 9: Assessment techniques, formats and categories

| Technique: Imaginative texts | Technique: Informative texts | Technique: Persuasive texts |
|--|--|--|
| Purpose | | |
| This technique is used to assess children’s abilities to create texts that use language in aesthetic and engaging ways to: <ul style="list-style-type: none"> convey meaning address significant issues heighten audience engagement and impact. | This technique is used to assess children’s abilities to create texts that: <ul style="list-style-type: none"> describe objects, events or processes in an objective manner inform, instruct, explain, analyse or evaluate present or convey an argument. | This technique is used to assess children’s abilities to create texts that: <ul style="list-style-type: none"> argue and persuade appeal to an audience convince an audience to accept particular points of view. |
| Format | | |
| Examples of imaginative texts: <ul style="list-style-type: none"> performances narratives transformations of texts imaginative retellings literary retellings creative responses to a text poetry drama or TV scripts. | Examples of informative texts: <ul style="list-style-type: none"> reports discussions transformations of texts pictorial representations procedures presentations informative speeches. | Examples of persuasive texts: <ul style="list-style-type: none"> reports discussions transformations of texts speeches for special occasions or events. |
| Categories | | |
| Texts (imaginative, informative, persuasive) can be written, spoken/signed or multimodal (integrate visual, print and/or audio features). | | |

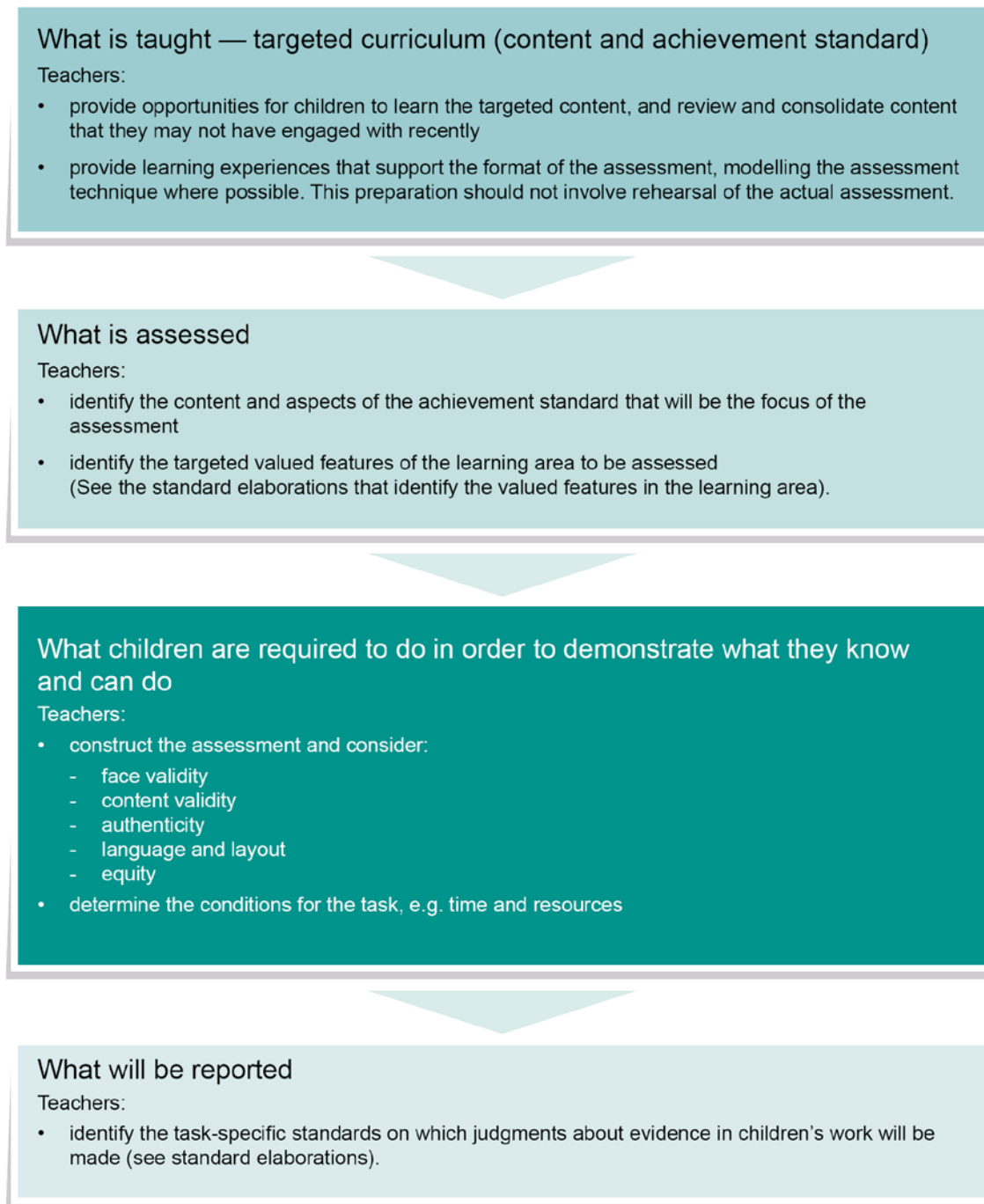
3.4.2 Assessment conditions

In P–2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no recommended times or lengths for tasks in P–2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

3.4.3 Developing assessments

When developing assessment, teachers construct assessments that show the alignment between what has been taught (curriculum), how it is taught (pedagogy), how children are assessed and how the learning is reported. Figure 6 below shows the process of alignment.

Figure 6: Aligning assessment



“Working the assessment” to confirm the alignment

The following checklist assists and supports schools with reviewing and evaluating their assessments.

Figure 7: Assessment evaluation checklist

| Check the assessment for: | |
|--|---|
| Face validity The extent to which an assessment appears to assess (on face value) what it intends to assess. | <ul style="list-style-type: none">• Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed.• Consider whether responses to the assessment will provide evidence of learning for the intended curriculum. |
| Content validity The extent to which the assessment measures what it claims to measure (either the subject-matter content or behaviour). | <ul style="list-style-type: none">• Review the assessment to determine what is valued in the assessment.• Check that it is clear what children are expected to know and be able to do to complete this assessment.• Ensure children will be able to demonstrate the full range of standards on a five-point scale in their responses to the assessment. For example, does the assessment require sufficient depth and breadth of the targeted knowledge, understanding and skills; does it encourage children to demonstrate a range of thinking skills?• Use the standard elaborations to confirm that the assessment provides opportunities for children to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard. |
| Authenticity The extent to which children will find the assessment engaging. | <ul style="list-style-type: none">• Use an appropriate and meaningful context to engage children.• Ensure the assessment is pitched appropriately for the year level. |
| Language and layout The extent to which the assessment clearly communicates to children what is needed for producing their best performance. | <ul style="list-style-type: none">• Identify specific terms children are required to know and consider whether children are likely to understand the terms or not.• Check the level of language required to interpret the assessment and consider how well children will be able to understand what the assessment requires them to do.• Consider the clarity of the instructions, cues, format, diagrams, illustrations and graphics and how well they assist children to understand what they are required to do. |
| Equity The extent to which the assessment provides opportunities for all children to demonstrate what they know and can do. | <ul style="list-style-type: none">• Check for any cultural, gender or social references and stereotypes.• List aspects of the task that might need adjusting for verified children. (See section 2.3.7.) Note that adjustments to the task should not impact on judgments made about children's achievement. |

Note: When children undertake assessment in a group or team, the assessment must be designed so that teachers can validly assess the work of individual children and not apply a judgment of the group processes and outcome to all individuals.

See the following:

- Designing good assessment (video)
www.qsa.qld.edu.au/19788.html
- Scaffolding — supporting student performance
www.qsa.qld.edu.au/downloads/p_10/as_scaffolding.doc
- Thinking like an assessor vs activity designer
www.qsa.qld.edu.au/downloads/p_10/as_assessor_vs_designer.doc
- Sample assessments:
www.qsa.qld.edu.au/prep-english-resources.html

3.5 Making judgments

When making judgments about the evidence in children’s work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing children’s responses
- a tool to help provide feedback to children.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong
- clarifies the curriculum expectations for learning at each of the five grades and shows the connections between what children are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about children’s work by matching the qualities of responses with the descriptors
- supports evidence-based discussions to help children gain a better understanding of how they can critique their own responses and achievements and identify the qualities needed to improve
- increases the likelihood of children communicating confidently about their achievement with teachers and parents/carers and asking relevant questions about their own progress
- encourages and provides the basis for conversations among teachers, children and parents/carers about the quality of children’s work and curriculum expectations and related standards.

The standard elaborations (section 2.2.1) are a resource that can be used to inform the development of task-specific standards.

Task-specific standards can be prepared as a matrix or continua.

See templates with features shown for:

- Continua
www.qsa.qld.edu.au/downloads/p_10/ac_english_tss_continua.doc
- Matrix
www.qsa.qld.edu.au/downloads/p_10/ac_english_tss_matrix.doc

3.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by children and their teachers to decide where the children are in their learning, where they need to go and how best to get there.

Feedback gathered throughout the teaching and learning cycle informs future teaching learning and assessment. Its purpose is to recognise, encourage and improve learning.

Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. The standard elaborations provide a resource for developing specific feedback to children about the valued features in the content and achievement standards.

Assessment alone will not contribute to improved learning. It is what teachers and children do with assessment and other available information that makes a difference.

See:

- Seeking and providing feedback
www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc
- About feedback
www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc

4. Reporting

Schools are required to provide parents/carers with plain-language reports twice a year. In most schools, this takes place at the end of each semester. The report must:

- be readily understandable and give an accurate and objective assessment of the child's progress and achievement
- include a judgment of the child's achievement reported as AP, MC, WW, EX or BA (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards

Specific advice and guidelines on reporting for P–2 can be found at:
www.qsa.qld.edu.au/downloads/aust_curric/ac_p-2_guidelines.pdf

4.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (AP–BA) for the two dimensions of the Australian Curriculum achievement standards — understanding (including knowledge) and application of skills for the purpose of reporting twice-yearly.

Table 10: Reporting standards

| Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|---|---|---|---|---|
| The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations. | The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations. | The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them. | The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them. | The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them. |

The key purpose of reporting children's achievement and progress is to improve learning. The following principles underpin reporting school-based, standards-based assessment:

- Alignment of teaching, learning, assessment and reporting: what is taught (curriculum) must inform how it is taught (pedagogy), how children are assessed (assessment) and how the learning is reported. (See section 2)
- A collection of evidence or folio of work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of children's learning collected over the reporting period. (See section 3)

- On-balance judgments: professional decisions made by teachers about the overall quality of a child's work in a range of assessments that best matches the valued features of a learning area described in the achievement standards *at the time of reporting*.
- Moderation: Making consistent judgments about children's achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides children and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

A child's achievement is reported against the Australian Curriculum achievement standard for the year level they are taught.

Teachers make reasonable adjustments during the cycle of teaching, learning and assessment to support the learning of children with disabilities, for example adjustments to presentation, response, timing, scheduling and location. In most instances, the required curriculum content, achievement and reporting standards will be used for these children. (See section [2.3.7](#) for inclusivity materials.)

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some children. Reporting achievement for these children should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about achievement have been made.

Achievement in a learning area is only one source of information on children's achievement and progress. Schools may report on other important aspects of engagement at school separate from achievement in a learning area such as:

- participation and skills in school-based extracurricular activities
- attributes such as effort, punctuality, and social and behavioural skills
- attendance
- other school or system priorities.

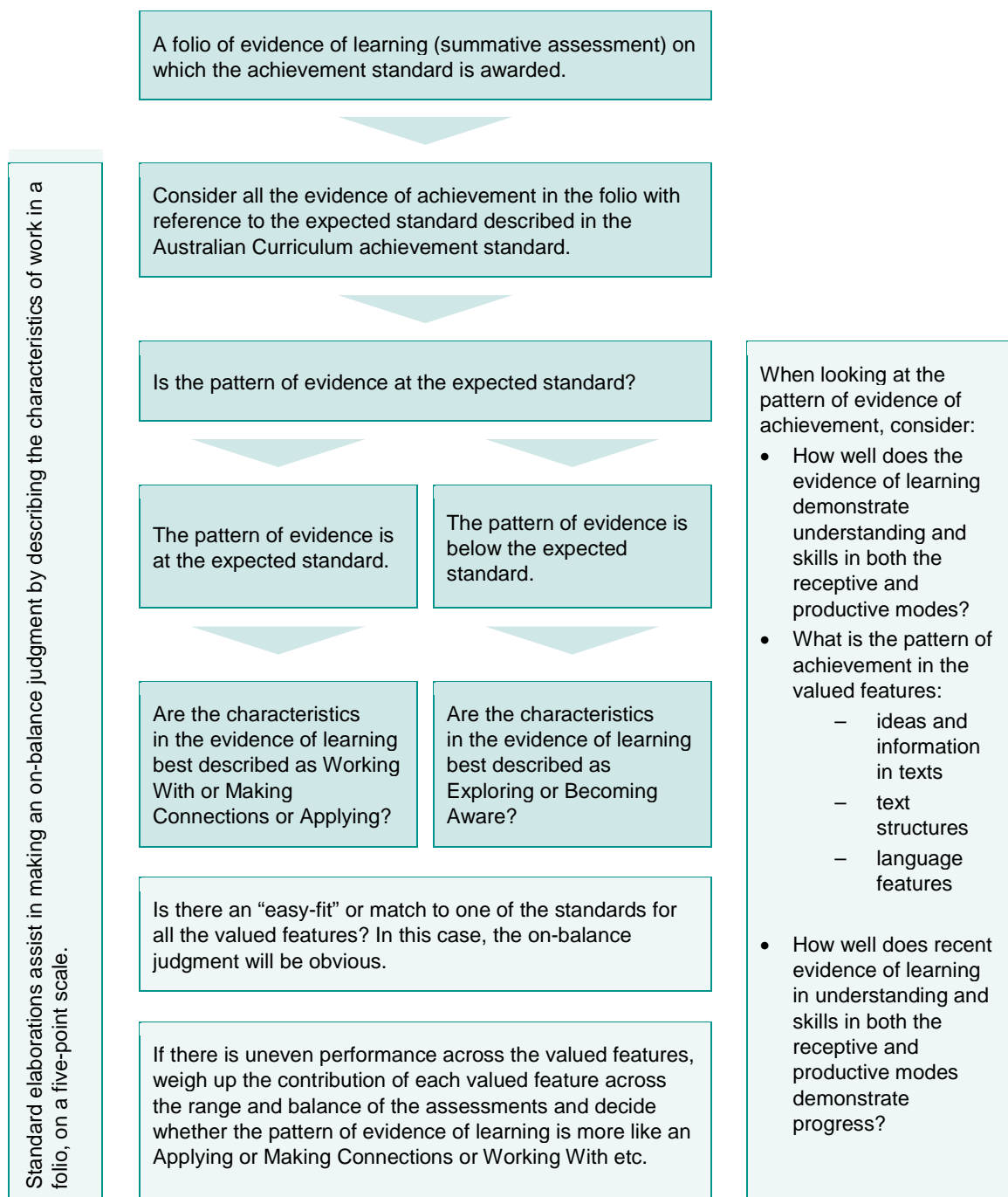
4.2 Making an on-balance judgment on a folio

By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of children’s learning (summative assessment) on which the overall standard is awarded.

The range and balance of assessment in the folio ensures there is sufficient evidence of achievement in both dimensions of the Australian Curriculum achievement standard — Understanding and Skills for the receptive and productive modes — to make an on-balance judgment for reporting.

An on-balance judgment involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standards.

Figure 8: On-balance judgments



An on-balance judgment does not involve averaging grades across different assessments or “ticking” every box. Rather it is a professional judgment that considers all the evidence of achievement in the folio.

The standard elaborations assist in making the on-balance decision. The elaborations describes *how well* on a five-point scale children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. The standard elaborations assist teachers to make consistent and comparable evidence-based judgments on a five-point scale about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and for conversations among teachers, children and parents/carers about the qualities in children’s work matched to the valued features in the curriculum expectations and the standards.

4.2.1 Making an on-balance judgment for mid-year reporting

For mid-year reporting, the on-balance judgment is based on the pattern of evidence of children’s achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

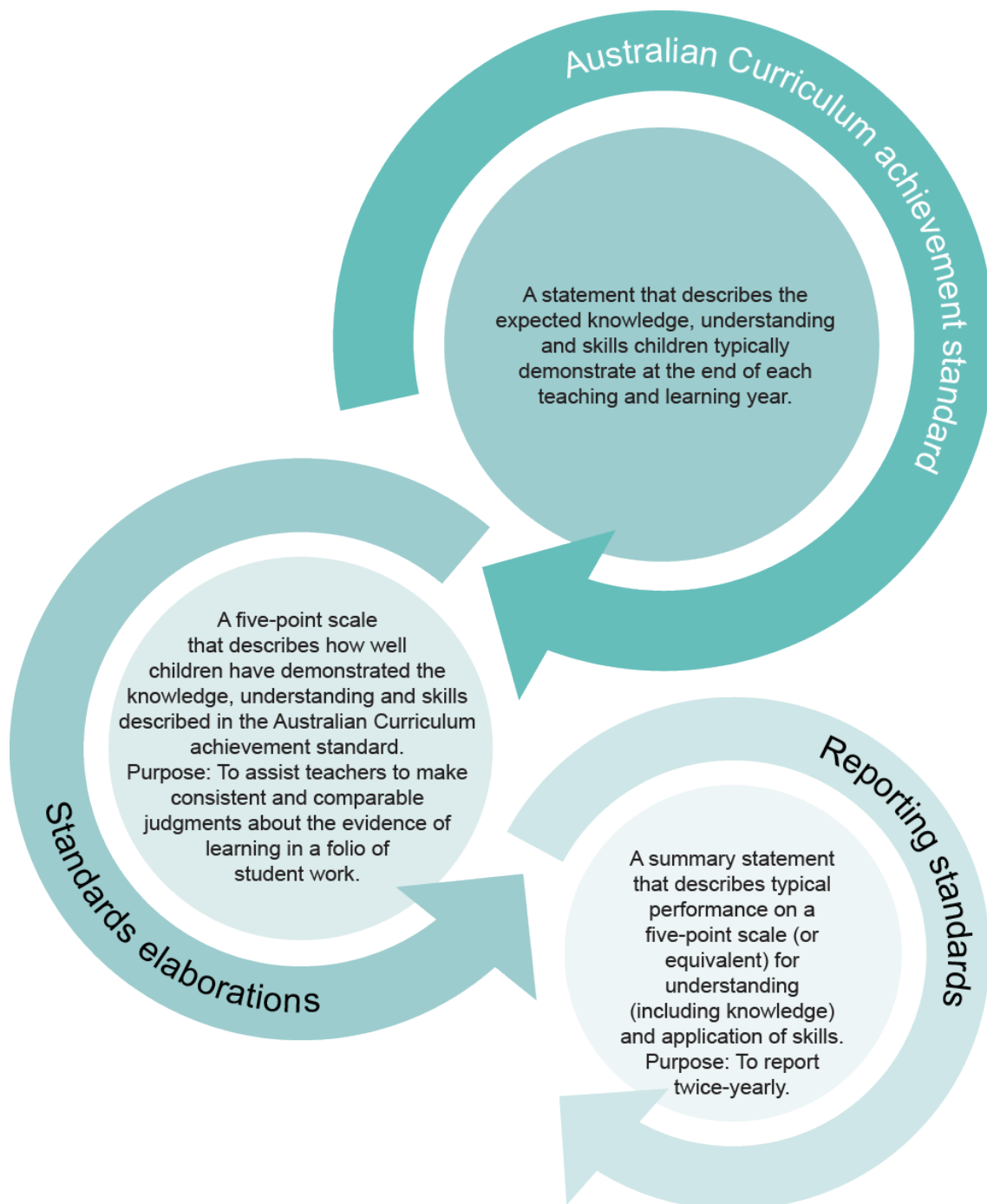
The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in children’s work rather than checking coverage.

The standard elaborations assist in making an on-balance judgment for mid-year reporting.

The process for assessing and making judgments about children’s achievement may be assisted by progressively recording achievement for each assessment on a profile or similar.

4.2.2 Applying the Australian Curriculum achievement standards

Figure 9: The relationship between the Australian Curriculum achievement standard, standards elaborations and the reporting standards.



4.3 Moderation

The achievement standards guide teacher judgment about how well children have achieved. The most effective way to build consistent and comparable on-balance teacher judgment is through planned activities when teachers — in a partnership or team situation — engage in focused professional dialogue to discuss and analyse the quality of children’s work, compare their judgments about children’s achievement and determine the match between the evidence in children’s work and standards. This process is known as moderation.

Professional dialogue increases teachers’ awareness about the variety of ways in which children may respond to the assessment and the types of evidence that may be available to support teacher judgments. In this way, teachers gain valuable insights about how the standards can be demonstrated in children’s work. They build a shared understanding about the match of evidence to standards, enhancing classroom practice and supporting the alignment of curriculum and assessment.

Moderation provides children and their parents/carers with confidence that the standards awarded are defensible judgments of achievement and that the report is meaningful, professional and consistent.

See the following fact sheets for more information:

- Consistency of judgments — Calibration model
www.qsa.qld.edu.au/downloads/p_10/as_coj_calibration.doc
- Consistency of judgments — Conferencing model
www.qsa.qld.edu.au/downloads/p_10/as_coj_conferencing.doc
- Consistency of judgments — Expert model
www.qsa.qld.edu.au/downloads/p_10/as_coj_expert.doc

See also the suggested approaches to moderation in the Year level plan
www.qsa.qld.edu.au/downloads/p_10/ac_english_prep_plan.doc

Appendix 1: Glossary

Curriculum

For definitions of terms used by ACARA in the development of the Australian Curriculum: English, see: www.australiancurriculum.edu.au/english/Glossary.

| Term | Description |
|----------------------------|---|
| Curriculum | The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards. Curriculum content has three components: disciplinary learning, general capabilities and cross-curriculum priorities. |
| Strand | A developmental sequence of knowledge, understanding and skills that has its own distinctive body of knowledge and pedagogical traditions. The three strands in English: Language, Literature and Literacy are intended to be integrated in English programs. |
| Sub-strand | Each strand is organised by sub-strands that provide a sequence of knowledge and skills within the strand. |
| Content elaboration | An example provided to illustrate and exemplify content. Elaborations are not a requirement for the teaching of the Australian Curriculum. |
| Literary texts | Literary texts include contemporary and traditional texts that are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literary texts use language in aesthetic, imaginative and engaging ways to entertain, to move, to reflect and to express, create, explore and challenge identity. These texts include narrative and non-narrative forms |
| Non-literary texts | Non-literary texts are contemporary, traditional and everyday texts that use language (spoken/signed and written) to inform, explain, analyse, argue, persuade and give opinions; to remember, recall and report on things, events and issues; to transact and negotiate relationships, goods and services. |

Assessment

| Term | Description |
|------------------------|---|
| Assessment | The purposeful and systematic collection of evidence about children's achievements. |
| Assessment task | A tool or instrument to gather evidence of children's achievement. |

Appendix 2: Principles of assessment

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of students and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the student learning, evidence of student learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the students they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

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