Year 4 English

Australian Curriculum in Queensland

February 2013 (amended March 2015)

DRAFT

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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 Year 4 standards elaborations
  Table 4: The Year 4 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.

Year 4 English — Australian Curriculum in Queensland

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1. Overview

Year 4 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 student 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, A to E
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 student to develop:

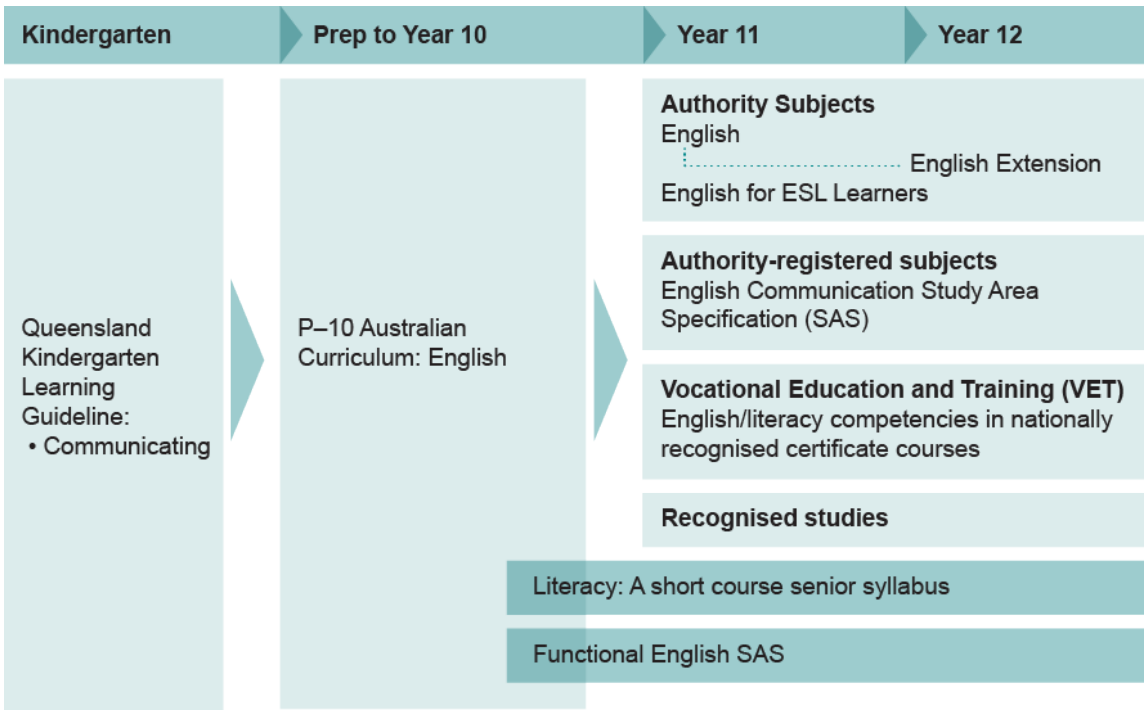
- a solid foundation of understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities 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 students 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.

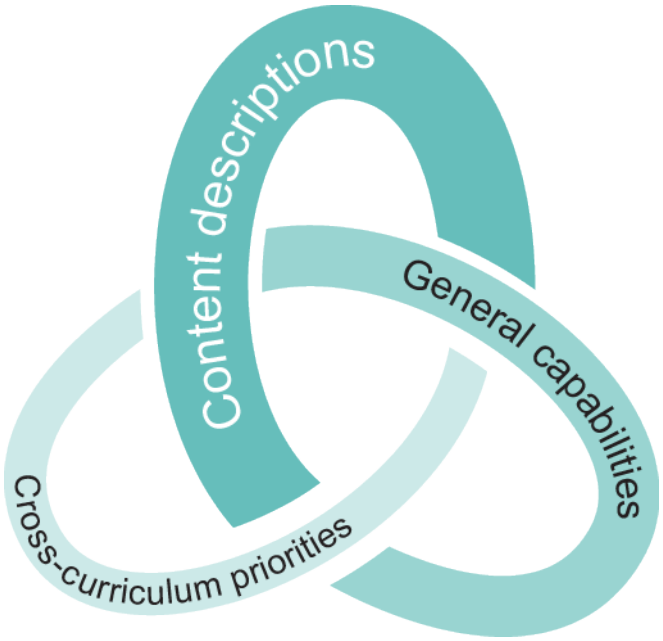
The Australian Curriculum content and achievement standards are the mandatory aspects of the Australian Curriculum.

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 students opportunities to develop their knowledge, understanding and skills in each of the three components.

Figure 2: Three components of the Australian Curriculum: English



Content descriptions: Disciplinary learning (section 2.1.1)

The Australian Curriculum: English content descriptions describe the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn.

The content in English is organised as:

- **strands**: Language, Literature and Literacy focus on developing students' knowledge, understanding and skills in the language modes of listening, reading, viewing, speaking/signing, writing and creating.
- **sub-strands**: a sequence of development for knowledge, understanding and skills within the strand.

Content elaborations illustrate and exemplify content. These elaborations are not a requirement for the teaching of the Australian Curriculum.

Cross-curriculum priorities: Contemporary issues (section 2.1.3)

The three cross-curriculum priorities provide contexts for learning:

- **Aboriginal and Torres Strait Islander histories and cultures** — to gain a deeper understanding of, and appreciation for, Aboriginal and Torres Strait Islander histories and cultures and the impact they have had, and continue to have, on our world
- **Asia and Australia's engagement with Asia** — to develop a better understanding and appreciation of Australia's economic, political and cultural interconnections to Asia
- **Sustainability** — to develop an appreciation for more sustainable patterns of living, and to build capacities for thinking, valuing and acting that are necessary to create a more sustainable future.

General capabilities: Essential 21st-century skills (section 2.1.2)

These seven capabilities can be divided into two groups:

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

2.1.1 Australian Curriculum: English Year 4 content descriptions

The content descriptions at each year level set out the knowledge, understanding and skills that teachers are expected to teach and students 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

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)

Australian Curriculum: English Year 4 strands, sub-strands and content descriptions

Language	Literature	Literacy
Students develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced.	Students identify and explore ideas and viewpoints about events, issues and characters represented in literary texts They discuss literary experiences with others, sharing responses and expressing a point of view. Students apply what they have learnt about literature when creating their own texts.	To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts including visual texts, advertising, digital/online and media texts. A deeper understanding of texts includes more explicit metalanguage, as students learn to classify words and sentence structures to create different types of texts.
Language variation and change	**Literature and context**	**Texts in context**
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
Language for interaction	**Responding to literature**	**Interacting with others**
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)

Language	Literature	Literacy
		Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
Text structure and organisation	**Examining literature**	**Interpreting, analysing and evaluating**
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)		Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)		
Expressing and developing ideas	**Creating literature**	**Creating texts**
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	Create literary texts that explore students' own experiences and imagining (ACELT1607)	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Language	Literature	Literacy
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	Create literary texts by developing storylines, characters and settings (ACELT1794)	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)		Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)		Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)		
Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)		
Recognise homophones and know how to use context to identify correct spelling (ACELA1780)[†]		

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 students.

[†] 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 students 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 students 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, students' 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 students 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.	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. 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.	ACARA Numeracy capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction QSA Numeracy Indicators www.qsa.qld.edu.au/17929.html

	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.	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. 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.	ACARA ICT capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability/Introduction/Introduction
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.	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. 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.	ACARA Critical and creative thinking capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking/Introduction/Introduction

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.	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. 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.	ACARA Personal and social capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability/Introduction/Introduction

	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.	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. 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.	ACARA Ethical understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding/Introduction/Introduction
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.	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. 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.	ACARA Intercultural understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Introduction/Introduction

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
The English curriculum provides opportunities for strengthening and deepening students' 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: · 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.	The English curriculum enables students 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 students 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, students 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.	The English curriculum develops students' 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.
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_curric/ac_ccp_atsi_cultures_english.pdf	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	For further information and resources to support planning to include the cross-curriculum priority Sustainability, see: www.australiancurriculum.edu.au/CrossCurriculumPriorities

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 students 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 Year 4, students are expected to typically know and be able to do the following:

Receptive modes (listening, reading and viewing)	
By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. 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 express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.	Receptive modes relate to understanding and skills in listening, reading and viewing.
Productive modes (speaking/signing, 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, editing their work to improve meaning.	Productive modes relate to understanding and skills in speaking/signing, writing and creating.

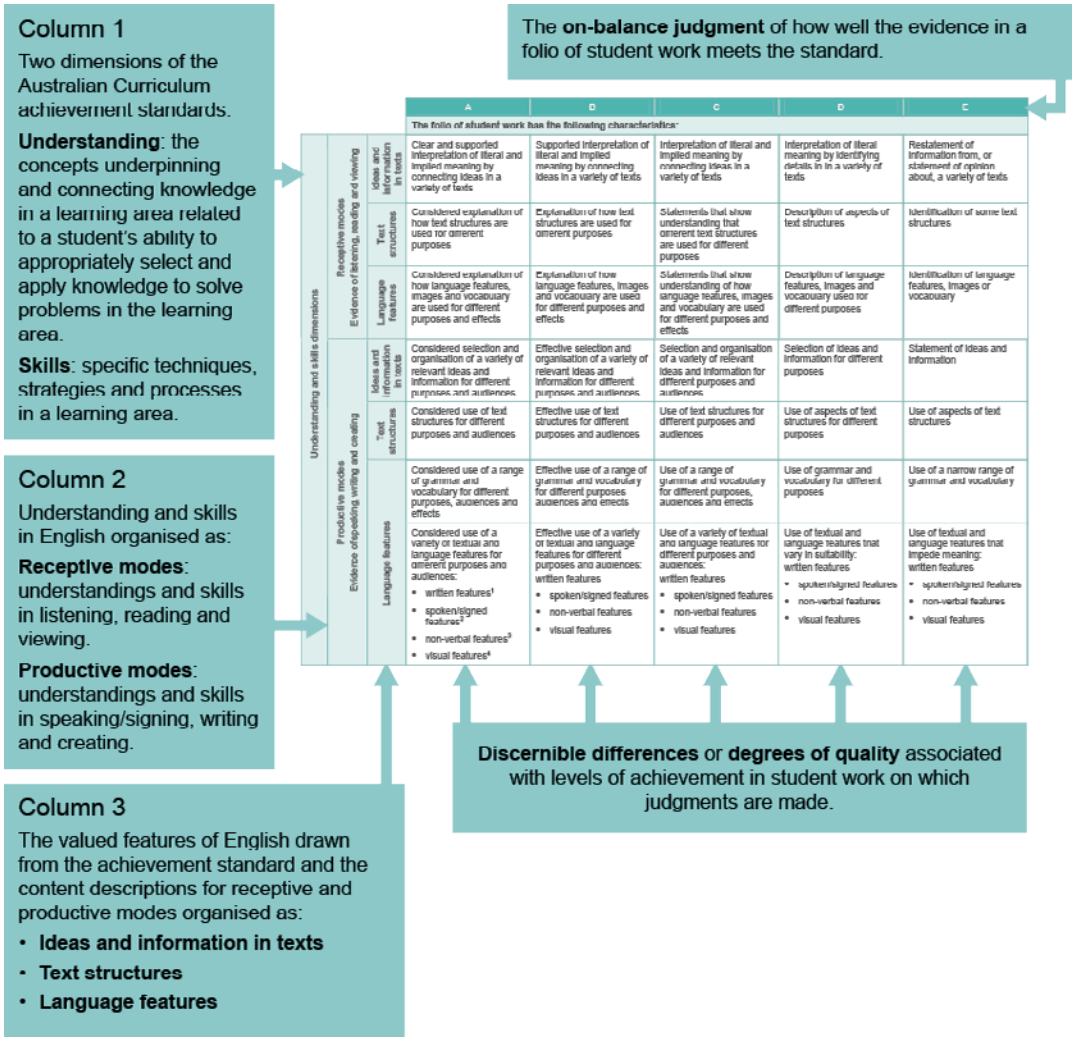
2.2.1 Year 4 standard elaborations

The Year 4 standard elaborations provide a basis for judging *how well* students 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 A to E 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 student work gathered over the reporting period to determine how well a student 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 Year 4 English exemplar year and unit plans, see:
www.qsa.qld.edu.au/yr4-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 Year 4, the minimum number of hours for teaching, learning and assessment per year for the Australian Curriculum: English is:

- at least 203 hours per year where there are 37 teaching weeks available in the year
- at least 220 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:

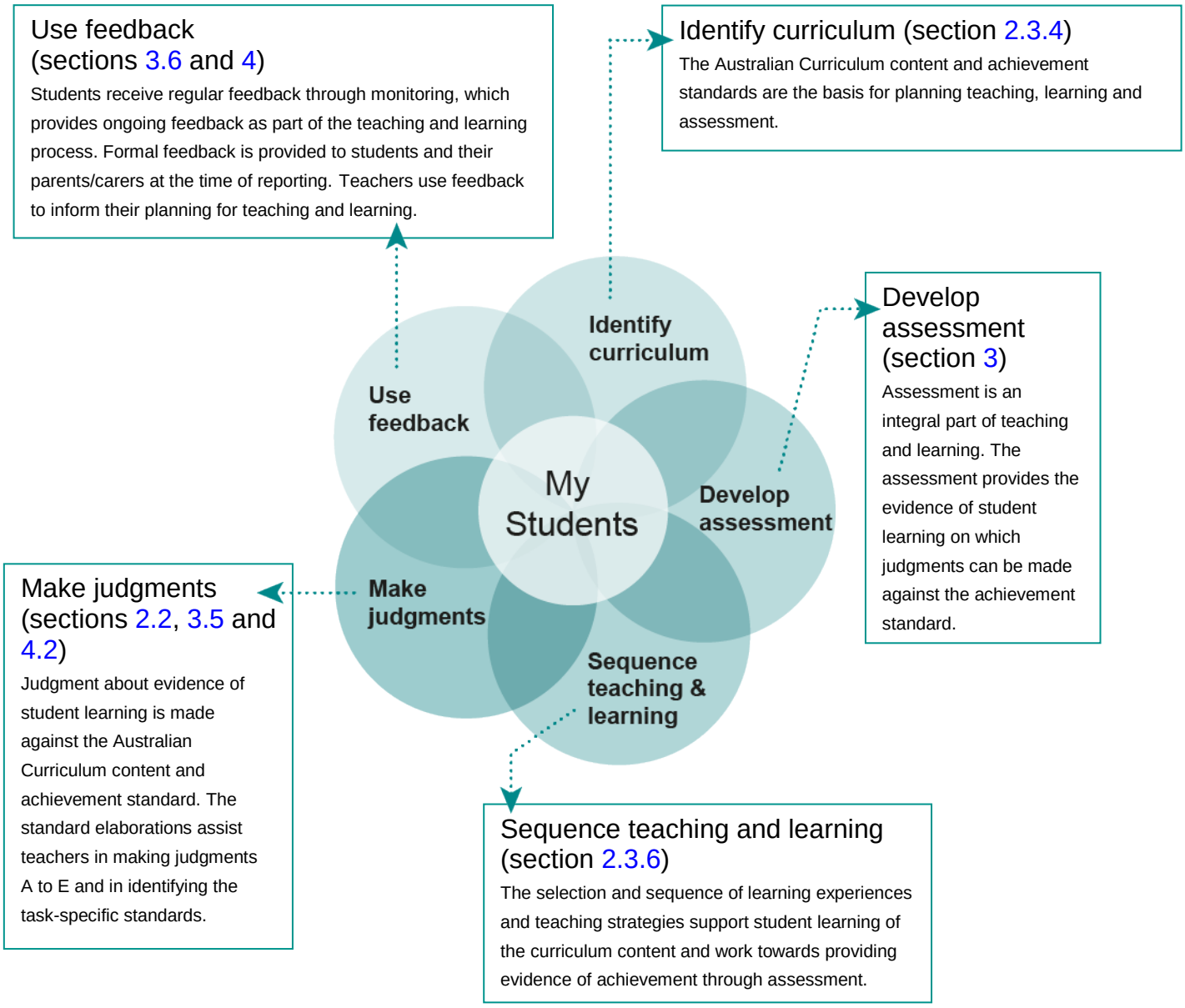
- High expectations for all students — High student expectations are built on differentiation of teaching and learning for all students in single and multiple year-level contexts.
- Alignment of teaching and learning, and assessment and reporting — Curriculum and assessment planning is thoughtful and 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 student work, and to communicate student achievement to students, 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 students are assessed and how the learning is reported
- what is assessed relates directly to what students 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 students, parents/carers and other teachers aligns with what has been learnt.

2.3.4 Identifying curriculum

Year 4 English teaching and learning programs are developed from the:

- Year 4 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
- Year 4 Australian Curriculum: English achievement standard to identify the expected and valued qualities of student work.

When planning a teaching and learning program, consider:

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

See the English scope and sequence developed by ACARA available at: www.australiancurriculum.edu.au/australian%20curriculum.pdf?Type=0&s=E&e=ScopeAndSequence.

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

See section 3 for advice about developing an assessment program.

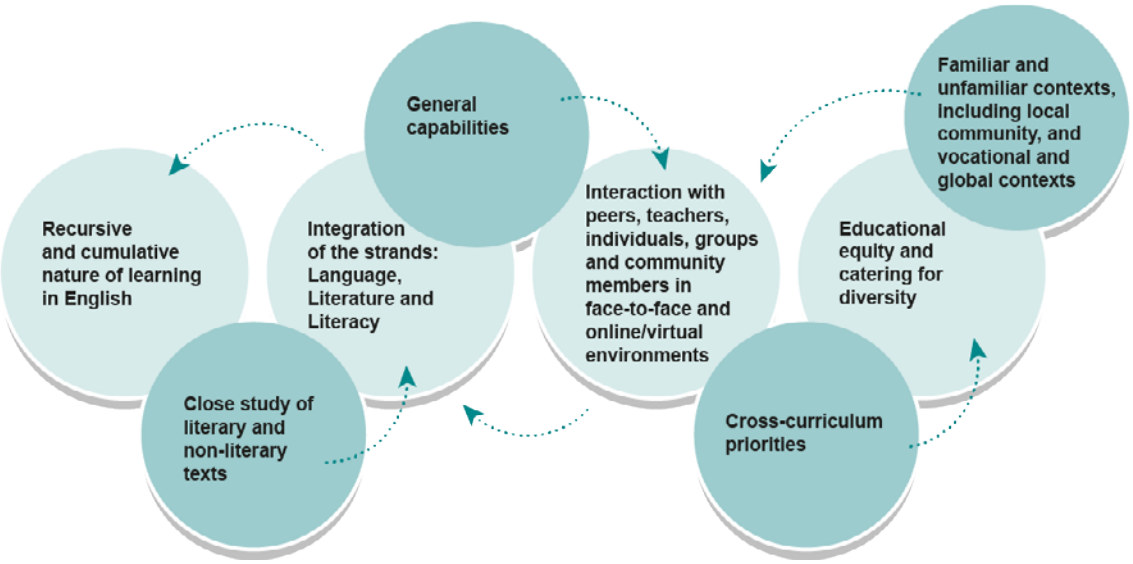
2.3.6 Sequencing teaching and learning

Learning experiences and teaching strategies are selected and sequenced to support active engagement in learning and to provide opportunities for students 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 student success in the assessment?
- How do I include opportunities for all my students to learn?

Figure 5: Learning experiences in English



Build on concepts, skills and processes developed in earlier years

The P–10 English curriculum builds students' knowledge and understanding about language, literacy and literature. English teaching and learning programs are recursive and cumulative allowing students 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 ACARA available at: www.australiancurriculum.edu.au/australian%20curriculum.pdf?Type=0&s=E&e=ScopeAndSequence.

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: · 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: · 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: · Texts from different cultures or historical periods may reveal different patterns in how they narrate, inform and persuade.	These sub-strands are concerned with historical, social and cultural contexts and change.
Language for interaction Focus: · 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: · 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: · 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.	These sub-strands are concerned with: · 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	
Text structure and organisation Focus: · 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.	**Examining literature** Focus: · 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.	**Interpreting, analysing and evaluating** Focus: · 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.	These sub-strands are concerned with interpreting, analysing and evaluating texts.

Language Knowing about the English language	**Literature** Understanding, appreciating, responding to, analysing and creating literature	**Literacy** Expanding the repertoire of English usage
Expressing and developing ideas Focus: · 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.	**Creating literature** Focus: · 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.	**Creating texts** Focus: · 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.

These sub-strands are about the productive mode and how to use language to create imaginative, informative and persuasive texts.

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 students 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.

Students 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

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. 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.	**Year 4 literary texts** In Year 4 (and in Year 3), literary texts support and extend students as independent readers. They are drawn from a range of genres and describe complex, sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Some examples of literary texts include: · traditional oral texts including Aboriginal stories · picture books · simple chapter books · rhyming verse · poetry · film · dramatic performances · multimodal and digital texts. Include a range of literary texts across a Years 3–4 program.

Table 6: 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.	**Year 4 non-literary texts** In Year 4 (and in Year 3), non-literary texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text. Some examples of non-literary texts include: · 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. Include a range of non-literary texts across a Years 3–4 program.

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 their students' interests and learning needs. It is important to actively engage students 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 students. The cross-curriculum priorities provide rich and engaging contexts for developing students' abilities in listening, speaking/signing, reading, viewing, writing and creating. (See section 2.1.3 for information about the priorities).

Year 4 should include opportunities to:

- experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum
- interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

2.3.7 Educational equity

Equity means fair treatment of all. In developing teaching, learning and assessment programs, teachers provide opportunities for all students 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 students require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for students 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 students 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 student 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 students 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 student is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful student 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 students' achievements. An awareness of what learning is assessed and how it is assessed helps both students 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 student learning.

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

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

See Appendix 2: Principles of assessment

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 student work and give a common frame of reference and a shared language to describe student 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 student 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 students have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to students 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 students' 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 students' learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators	Enables teachers to use information about student 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 student learning, e.g. practising an assessment technique	Enables students 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 student learning to assess student 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 student cohort
- opportunities for students to become familiar with the assessment techniques and for teachers to monitor student achievement and provide feedback to students.

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 Year 4 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 student 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 A to E (or equivalent five-point scale) about how well the evidence of student 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 Year 4 English assessment folio includes student 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 Range is informed by:	**and**	**Balance** Balance is achieved by including:
· content descriptions		· all aspects of the curriculum content across the three strands — Language, Literature and Literacy
· assessment categories: – written – spoken/signed – multimodal		· all aspects of the Australian Curriculum achievement standard: Understanding and Skills in responding to texts (receptive) and creating texts (productive)
· assessment techniques (section 3.4.1): – imaginative texts – informative texts – persuasive texts		· a variety of assessment categories, techniques and conditions.
· assessment conditions (section 3.4.2): – supervised – open.		

An example of an assessment program for Year 4 English is in the Year 4 exemplar year plan: www.qsa.qld.edu.au/downloads/p_10/ac_english_yr4_plan.doc.

The Year 4 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 students to demonstrate their achievement in *all* aspects of the curriculum content and achievement standard for the full A to E range by the end of the year.

See standard elaborations: www.qsa.qld.edu.au/yr4-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.

Table 9: Assessment techniques, formats and categories

Technique: Imaginative texts	**Technique: Informative texts**	**Technique: Persuasive texts**
Purpose		
This technique is used to assess students' abilities to create texts that use language in aesthetic and engaging ways to: · convey meaning · address significant issues · heighten audience engagement and impact.	This technique is used to assess students' abilities to create texts that: · 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 students' abilities to create texts that: · argue and persuade · appeal to an audience · convince an audience to accept particular points of view.
Format		
Examples of imaginative texts: · performances · narratives · transformations of texts · monologues in role · creative responses to a text · drama or TV scripts · poetry.	Examples of informative texts: · reports · discussions · transformations of texts · procedures · presentations · informative speeches · biographies and autobiographies · travel writing.	Examples of persuasive texts: · reports · discussions · debates · transformations of texts · speeches for special occasions or events · feature articles, columns, editorials · reviews · biographies and autobiographies · travel writing.
Categories		
Texts (imaginative, informative, persuasive) can be written, spoken/signed or multimodal (integrate visual, print and/or audio features).		

3.4.2 Assessment conditions

The following table provides information and examples about assessment conditions including suggested lengths for developing a range and balance within an assessment program.

Table 10: Assessment conditions

Open conditions	Supervised conditions
Imaginative, informative and persuasive texts created in open conditions will typically: · be undertaken individually, in pairs or in small groups · give prior notice of the assessment, e.g. two weeks' notice before the due date · allow access to resources (material or human) when developing the response · provide opportunities for drafting and/or conferencing to scaffold learning and ensure the response is the student's own work · be presented in class or submitted as an audio/audiovisual recording. **Ensuring authenticity** When using open conditions, teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative assessments. Methods teachers can use to monitor that students' work is their own include requesting that students: · submit plans and drafts of their work · produce and maintain documentation that charts the development of responses · acknowledge resources used. **Suggested lengths:** · written responses 30–200 words* · spoken/signed or multimodal responses 1–2 minutes*	Imaginative, informative and persuasive texts created in supervised conditions will typically: · be undertaken individually · be an unseen assessment, e.g. no prior detail of the specific assessment or prepared questions, two days' notice of the assessment · provide lengthy stimulus materials to students prior to the administration of the supervised assessment · be held under test/exam conditions · allow perusal time, if required · be completed in one uninterrupted supervised session or a number of supervised sessions. **Suggested lengths:** · 10–35 mins · <150 words*
*The length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.	

Drafts

A draft is a body of evidence that is provided by students in response to an assessment. In English, students may be required to:

- submit an outline about their approach to the assessment
- discuss their approach with their teacher or their peers.

Purpose of the draft

The purpose of reviewing student drafts is to provide feedback so the student can make improvements to the response and develop their editing skills.

Drafting is a consultation process, not a marking process. It is an opportunity to provide feedback to students on the valued features of the assessment identified in the task-specific standards. Teachers should not award a notional result or grade for a work in draft form.

Drafting feedback should ask the student to reflect on strategies they might use to refine and improve their work to meet the valued features in the task-specific standards.
(See section 3.5)

Students may be advised to:

- consider particular aspects of their response
- work on their role as writer/speaker/signer to refine their language choices and show more awareness of the audience and purpose
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points made with references.

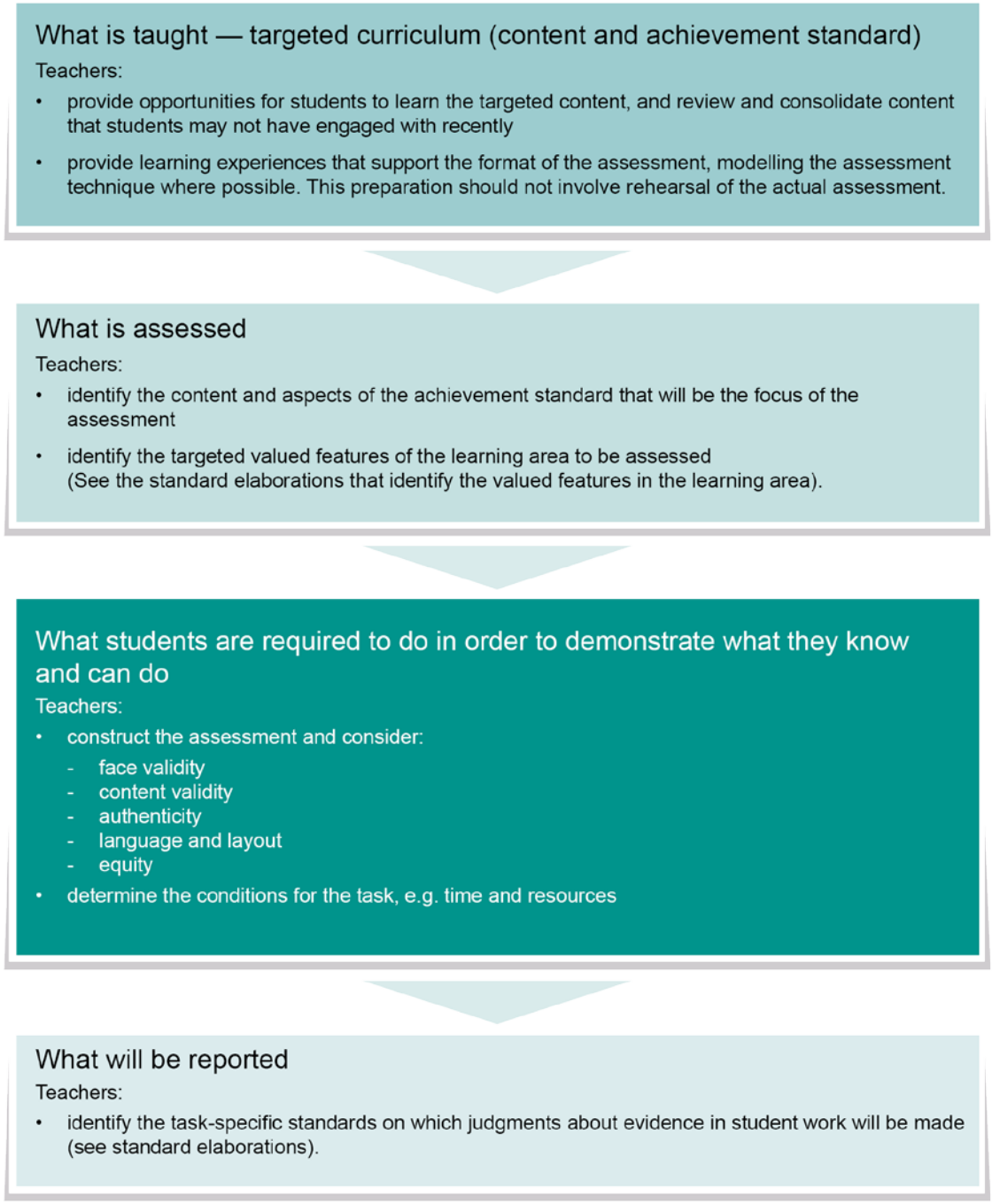
Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing rather than correcting or editing all the textual errors in a draft
- provide some written or verbal feedback
- provide a summary of their feedback and advice to the whole class.

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 students 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.	· Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed. · Consider whether student 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).	· Review the assessment to determine what is valued in the assessment. · Check that it is clear what students are expected to know and be able to do to complete this assessment. · Ensure students will be able to demonstrate the full range of standards A to E 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 students to demonstrate a range of thinking skills? · Use the standard elaborations to confirm that the assessment provides opportunities for students to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard.
Authenticity The extent to which students will find the assessment engaging.	· Use an appropriate and meaningful context to engage students. · Ensure the assessment is pitched appropriately for the year level.
Language and layout The extent to which the assessment clearly communicates to students what is needed for producing their best performance.	· Identify specific terms students are required to know and consider whether students are likely to understand the terms or not. · Check the level of language required to interpret the assessment and consider how well students 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 students to understand what they are required to do.
Equity The extent to which the assessment provides opportunities for all students to demonstrate what they know and can do.	· Check for any cultural, gender or social references and stereotypes. · List aspects of the task that might need adjusting for verified students. (See section 2.3.7.) Note that adjustments to the task should not impact on judgments made about student achievement.

Note: When students undertake assessment in a group or team, the assessment must be designed so that teachers can validly assess the work of individual students 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/yr4-english-resources.html

3.5 Making judgments

When making judgments about the evidence in student 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 student response to the standards
- a focal point for discussing student responses
- a tool to help provide feedback to students.

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 (A–E) and shows the connections between what students are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- supports evidence-based discussions to help students 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 students 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, students and parents/carers about the quality of student 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.dot
- Matrix
  www.qsa.qld.edu.au/downloads/p_10/ac_english_tss_matrix.dot

3.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by students and their teachers to decide where the students 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 student 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 students about the valued features in the content and achievement standards.

Assessment alone will not contribute to improved learning. It is what teachers and students 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 student's progress and achievement
- include a judgment of the student's achievement reported as A, B, C, D or E (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards.

4.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E) 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 11: Reporting standards

A	B	C	D	E
Evidence in a student's work typically demonstrates a **very high level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **high level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **sound level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **limited level** of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **very limited level** of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

The key purpose of reporting student achievement and progress is to improve student 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 students are assessed (assessment) and how the learning is reported. (See section 2)
- A collection of evidence or folio of student work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of student learning collected over the reporting period. (See section 3)
- On-balance judgments: professional decisions made by teachers about the overall quality of a student'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 students' achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides students 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.

Student 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 students 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 students. (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 students. Reporting achievement for these students should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about student achievement have been made.

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

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

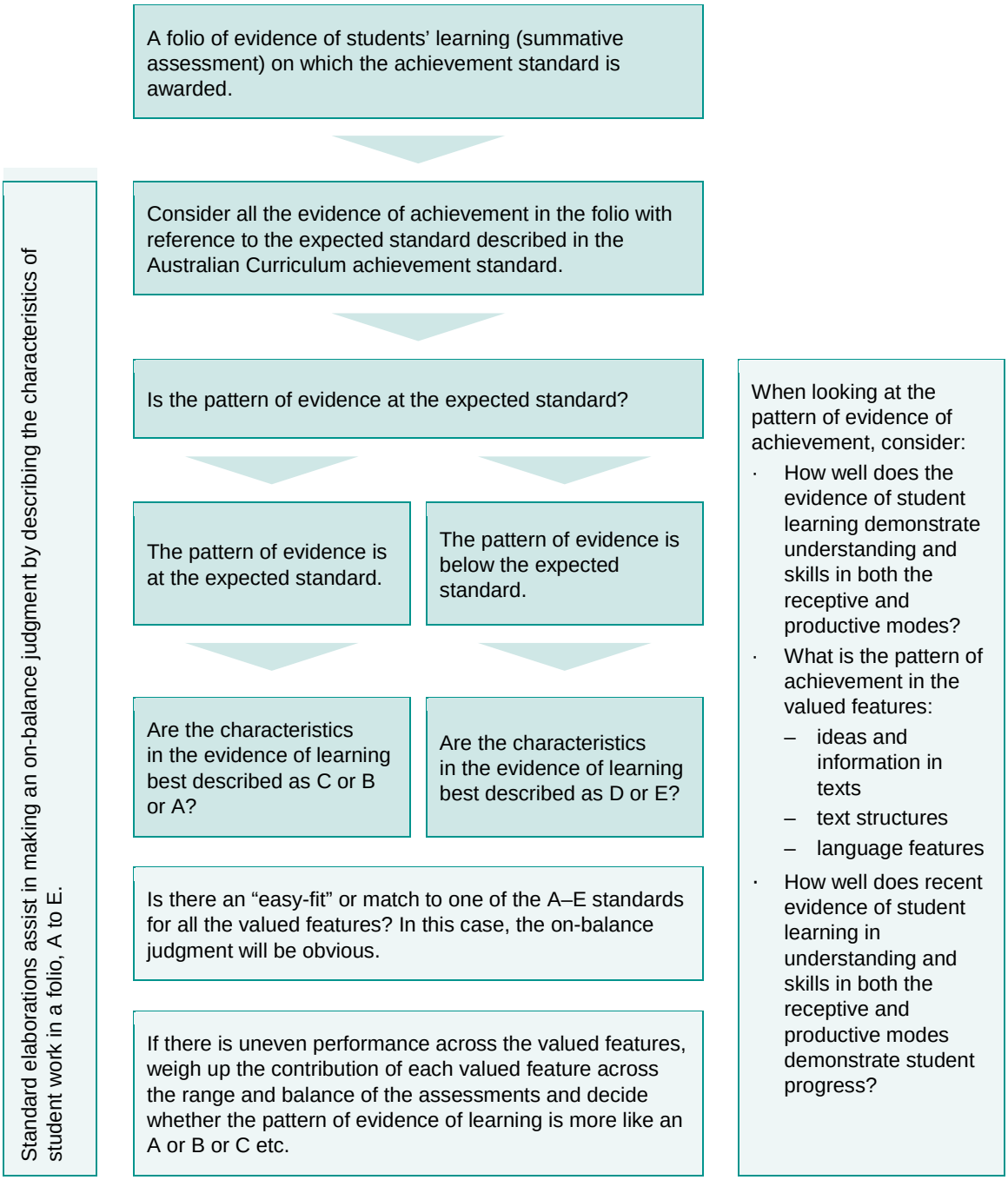
4.2 Making an on-balance judgment on a folio

By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of students' 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 students 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 A to E judgments 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, students and parents/carers about the qualities in student 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 student achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

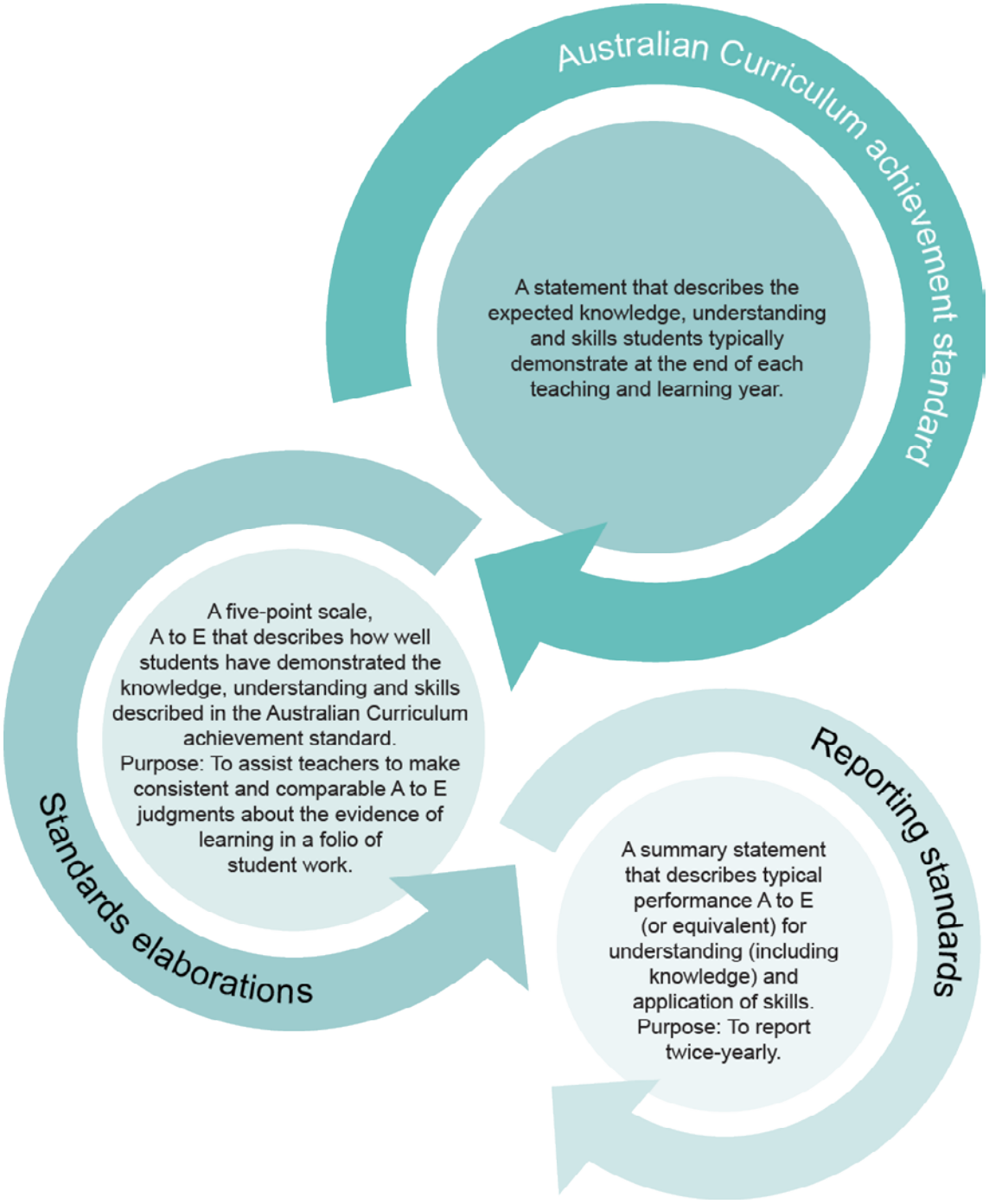
The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in student work rather than checking coverage.

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

The process for assessing and making judgments about student achievement may be assisted by progressively recording student achievement for each assessment on a student 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 students 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 student work, compare their judgments about student achievement and determine the match between the evidence in student work and standards. This process is known as moderation.

Professional dialogue increases teachers' awareness about the variety of ways in which students 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 student 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 students 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_yr4_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 students' achievements.
Assessment task	A tool or instrument to gather evidence of students' 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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