Building student success

A guide to the Queensland Curriculum, Assessment and Reporting Framework

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Queensland Government

QSA
Queensland Studies Authority
Partnership and innovation

BUILDING STUDENT SUCCESS — Guide to aligning curriculum, assessment and reporting

Note: This publication contains images that may cause distress to Indigenous Australians.

Contents

Minister's message

The Queensland Curriculum, Assessment and Reporting (QCAR) Framework was a Queensland Government education initiative, developed as part of the *Smart Queensland: Smart State Strategy 2005–15*. It supports teachers across Queensland's schooling sectors by aligning curriculum with assessment and reporting.
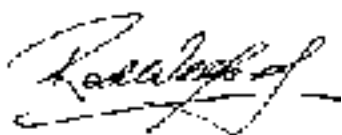
The ultimate goal of the Framework is to prepare students for the future by developing the necessary capabilities, including those which I commonly refer to as the 4Cs: competence, creativity, character and citizenship. The Framework, through the *Essential Learnings* and *Standards*, clarifies for teachers, parents and the broader community what all students should learn, and the standards of learning expected.

Community expectations of consistent teacher judgment, and greater clarity around what teachers are expected to deliver, are met by the Framework. It also ensures reporting of student achievement outcomes in meaningful and explicit ways, not only for students, but also for parents/carers and the broader community.

The Framework is underpinned by a commitment to support classroom teachers to improve student learning and build their assessment capability through the Assessment Bank and Queensland Comparable Assessment Tasks (QCATs).

The Framework is the culmination of three years of cooperation, consultation and development among the Queensland schooling sectors, individual schools, the Queensland Studies Authority (QSA), the Queensland Government and the Department of Education, Training and the Arts.

I encourage teachers to work with each component of the Framework. I hope that it will inspire and assist teachers to be the very best professional educators they can be.

Rod Welford MP
Minister for Education and Training
Minister for the Arts

Foreword

The Queensland Curriculum, Assessment and Reporting (QCAR) Framework is a quality new resource that supports teachers to achieve the best possible learning outcomes for students.

The Framework does this by providing clarity about what to teach, as well as practical advice on assessment and how to report student achievement to parents/carers in a consistent and meaningful way. For the first time in Queensland, we have statewide standards in the key learning areas. In aligning curriculum, assessment and reporting, we have drawn on evidence-based research, which indicates to us that this is an effective strategy for boosting student performance.

However, the Framework does not demand uniformity between schools. By giving schools the flexibility to plan their curriculum to suit their individual contexts, it is designed to work in diverse school settings.

Many people contributed to the development, trialling and refinement of the Framework. These contributors included practising teachers, schooling sectors and numerous other education stakeholders. I thank them for their partnership and support.

The Queensland Studies Authority (QSA) values school-based curriculum and is committed to providing quality resources that support teaching and learning in schools.

I hope the Framework and this guide are useful for devising curriculum that best meets all Queensland students' needs across Years 1–9.

Kim Bannikoff
Director

THE QUEENSLAND CURRICULUM, ASSESSMENT AND REPORTING (QCAR) FRAMEWORK

An overview

The QCAR Framework aligns curriculum, assessment and reporting. It supports teachers and teaching practices that are tailored to the unique needs of students.

The Framework:

- defines what is essential for students to be given the opportunity to learn
- promotes standards of student achievement that teachers can use to build a shared understanding of the qualities of student work, and to communicate student achievement to students and parents/carers
- supports teachers' assessment practices
- provides advice to schools on reporting to parents/carers.

The Framework has five components that are interrelated and designed to work together. These align with, support, and are embedded in, all elements of the teaching and learning process.

- *Essential Learnings* — identify what should be taught and what is important for students to have opportunities to know, understand and be able to do.
- *Standards* — give a common frame of reference and a shared language to describe student achievement.
- Assessment Bank — an online collection of assessment packages and resources that support teaching, learning and school-based assessment.
- Queensland Comparable Assessment Tasks (QCATs) in Years 4, 6 and 9 — give teachers information about student demonstrations of learning in a selection of *Essential Learnings*, and promote consistency of teacher judgments.
- *Guidelines for Reporting* — support consistency of reporting.

The Framework was developed by the Queensland Studies Authority (QSA) as part of the Queensland Government's *Smart Queensland: Smart State Strategy 2005–15*. The Smart State Strategy has a focus on "… investing in skills and innovation to increase our productivity so that Queenslanders can enjoy the benefits of a strong, prosperous economy and a better quality of life" (p. 4).

The QSA developed the Framework in partnership with the Department of Education, Training and the Arts, and Queensland's three schooling sectors: State (Education Queensland), Catholic (Queensland Catholic Education Commission) and Independent (Independent Schools Queensland). This collaborative process ensured that expertise and advice from teachers informed the development of each component of the Framework.

This guide supports the work of all teachers in Queensland schools to implement the QCAR Framework. This guide examines how the Framework answers the following questions:

- What is taught?
- How are students taught?
- How is students' learning assessed?
- How is learning reported?

Chapter 1 identifies the aims of the Framework, and how it supports teachers' professional capacity and builds student success. It also lists QSA's equity principles for students.

Chapter 2 outlines how the Framework provides clarity and resources for schools and teachers.

Chapters 3–5 present a broad understanding of the Framework and its components, while the focus of **Chapters 6–7** is the practical application of the Framework, i.e. planning curriculum and assessment.

Appendixes and a glossary of key terms are also included. These help teachers to build a deeper understanding of the Framework and provide resources to support planning in schools.

The audience for this guide includes all Queensland teachers, curriculum leaders in the schooling sectors, as well as pre-service teachers and teacher educators.

CHAPTER 1

Setting the scene

Children are the living messages we send to a time we will not see.
(Postman 1982, p. xi)

A key responsibility of society is to support young people in acquiring the knowledge, skills and capabilities that will give them the best possible opportunities to lead happy, healthy and productive lives.

As we approach the end of the first decade of the 21st century, significant educational reform is occurring throughout Australia. In Queensland, this change is being led by the Queensland Studies Authority (QSA), a statutory body of the Queensland Government.

The development of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework and the introduction of the Preparatory (Prep) Year in 2007 are both part of this reform. The focus is to ensure that students completing 12 years of schooling are broadly educated, prepared for life and ready to move towards their career pathways and life goals. The wellbeing of individuals and groups, as well as society itself, relies upon high-quality education that supports children and young people to achieve.

The Framework is designed to align what is taught, how it is taught and how learning is assessed and reported in Years 1–9. The Framework supports schools and teachers to deliver high-quality schooling.

Aims of the Framework

The Framework aligns curriculum, assessment and reporting to improve student learning outcomes and enhance teachers' assessment capabilities.

The Framework supports Queensland schools to focus on:

- improving student learning
- supporting consistency of teacher judgments
- providing comparability of student achievement.

The Framework is to be the basis of curriculum, assessment and reporting for Years 1–9 for Queensland schools.

Schooling in Queensland needs to serve a number of broad aims. Current literature about the nature of life and work in the 21st century, and the aims of schooling, highlight the need for young people to develop a range of capabilities.

The capabilities that students require for work and life relate to personal and social identities, citizenship and responsibility, as well as the knowledge needed for successful and productive work and personal futures (QSA 2007). Specifically, the Framework is designed to support students to develop the knowledge, skills and predispositions to become:

- knowledge workers who can work with knowledge in creative, critical and innovative ways
- confident individuals who can interact with others, act autonomously and manage themselves
- responsible citizens who can work with communities and manage the rights, responsibilities and duties of citizenship.

The Framework and teachers' professional capacity

The Framework supports teachers as professionals by providing flexibility for schools to design curriculum that suits their specific contexts. By providing useful and practical resources, the Framework also sets out to build teachers' professional capacity.

The Framework supports teacher professionalism by providing:

- flexibility to make decisions about student learning in their contexts
- scope for school authorities and school priorities to inform practice.

Teachers' professional capacity is built by providing clarity for teachers about the focus of teaching and learning, and developing increasingly innovative and relevant forms of assessment to determine the quality of student learning. It also requires partnerships between teachers and school authorities. High levels of professional capacity are integral to the provision of a socially just education for all students, and are underpinned by a commitment to educational practice in which all students can succeed.

The *Essential Learnings* provide the basis for teachers to plan, giving opportunities for all learners to experience rich and rewarding learning programs that have relevance and application in the real world. To meet the diverse learning needs of all students, schools and teachers have the flexibility to make decisions about how they use and combine the *Essential Learnings* within and across the key learning areas (KLAs), as well as across the year levels. The *Standards* provide a shared language and a common frame of reference to describe student achievement.

Teachers' capacity to develop school-based assessment is enhanced through access to the Assessment Bank, an extensive online collection of assessment packages and resources that are linked to the *Essential Learnings* and *Standards*. Further, the Queensland Comparable Assessment Tasks (QCATs) support teachers to build professional capacity, provide opportunities for students to demonstrate their learning in nominated *Essential Learnings* at key year-level junctures, and promote consistency of teachers' judgments — a key attribute of teachers' professional capacity. Consistency of school and teacher reporting of student achievement is further enhanced through the *Guidelines for Reporting*.

QSA's equity principles for students

The Framework is underpinned by the QSA's *Equity* policy statement (2006b), which challenges inequities by:

- recognising that teaching and learning should be socially and culturally responsive and inclusive
- developing an understanding of diversity within and among groups
- identifying and minimising structural barriers to access and participation
- acknowledging the diversity of students and each individual's life circumstances, and the need for particular strategies which can enhance engagement and equitable outcomes among all students
- recognising and acknowledging the diverse bodies of knowledge and backgrounds of all students, including marginalised groups
- acknowledging the relationship between valued knowledge and the participation of students in society.

These principles need to be enacted in our schools to ensure that all students can succeed. These principles have implications for all students across the schooling sectors.

QCAR components building student success

Below is a "big picture" view of the Framework, showing how the following components build student success:

- *Essential Learnings*
- *Standards*
- Assessment Bank
- Queensland Comparable Assessment Tasks (QCATs)
- *Guidelines for Reporting*.

Figure 1.1: QCAR Framework: Building student success

1 What are our aims?

The Framework supports young people to develop the knowledge, skills and capabilities to become:

Knowledge workers who can work with knowledge in creative, critical and innovative ways.	**Confident individuals** who can interact with others, act autonomously and manage themselves.	**Active and responsible citizens** who can work with communities and manage the rights, responsibilities and duties of citizenship.

2 How does the Framework build student success?

Using the Framework, each Queensland school designs and implements its own curriculum around engaging and real-life challenges that are meaningful for students and for society by aligning:

- what is taught
- how it is taught
- how student learning is assessed.

Essential Learnings for each key learning area (KLA) include: • a Learning and assessment focus • Ways of working • Knowledge and understanding.	*Standards* describe the expected qualities of student work.

Assessable elements provide the connection between *Essential Learnings* and *Standards*.

3 How is student learning demonstrated?

Student learning is demonstrated through purposeful assessment that is an integral part of teaching and learning. Quality assessment:

Focuses on *Essential Learnings*	Includes a balance of assessable elements	Is modelled through the Assessment Bank
Provides feedback to improve student learning	Incorporates a range of evidence collected over time	

The Assessment Bank and the Queensland Comparable Assessment Tasks (QCATs) model assessment and support consistency of teacher judgment.

4 How is student learning reported?

Reporting of student learning provides evidence and feedback for:

- students to improve their learning
- parents/carers to support student learning
- schools and schooling sectors to support continuous improvement, ensuring that *Standards* are being met.

Key messages

The QCAR Framework:

- is a comprehensive framework that aligns what is taught, how it is taught, how learning is assessed and how learning is reported for all students in Years 1–9

- supports schools and teachers to deliver high-quality schooling that helps students become knowledge workers, confident individuals and active, responsible citizens equipped for the future

- provides flexibility for schools and teachers to design and implement curriculum, based around the *Essential Learnings* and *Standards*, that suits their local contexts

- builds teachers' professional capacity in a range of ways (including enhanced assessment approaches through access to the Assessment Bank, and greater consistency of teacher judgment through the QCATs)

- is underpinned by the QSA *Equity* policy statement, which encapsulates Queensland's commitment to a socially just education for all students.

CHAPTER 2

The QCAR Framework

Alignment is a commonly identified strategy for improving student performance ... Alignment means that the standards, content, assessment and instruction strategies make a complementary fit. Alignment is sometimes called seamless curriculum. Curriculum planning needs to be thoughtful, with a systematic process for continually checking to ensure that all parts are connected.

(Drake 2007, p. 4)

This chapter introduces the elements of the QCAR Framework. It shows how the Framework has been designed to help teachers align curriculum, assessment and reporting.

Alignment of curriculum, assessment and reporting

The Framework supports teaching that is tailored to meet the unique needs of students by giving teachers informed direction and valuable resources. Rather than seeking "sameness", the Framework presents a way of achieving more commonality in *what* is taught, while supporting diversity in *how* it is taught.

A key feature of the Framework is alignment. This involves powerful connections between curriculum, assessment and reporting. To frame it in a different way: in order to produce the best learning outcomes for students, what is taught must inform how it is taught, how students are assessed and how the learning is reported. What is assessed must relate directly to what students have had the opportunity to learn. What is reported to students, parents/carers and other teachers must align with what has been learnt. Such feedback is essential for students in order for them to improve. In turn, reporting learning provides a basis for decisions about continuous improvement of the curriculum.

Alignment is integral to the development and maintenance of a high-quality education system that caters for the diverse range of students and schools within the Queensland schooling community. The Framework is based on the assumption that every child and young person can learn.

What is ... ?

Curriculum is the sum of the learning and development experiences that are offered by a school, formally and informally, in class and out of class. It is heavily influenced by the philosophy of learning that the school adopts. Curriculum is a school responsibility with the QSA supplying materials that assist schools to plan and deliver their curriculum.

Assessment is the purposeful and systematic collection of evidence about students' achievements. It involves judging which standard on a five-point scale best represents the characteristics of a student's achievement.

Reporting involves the provision of a summary statement (in electronic form or paper copy) that records an individual student's achievements or groups of students' achievements.

Components

The Framework has five components that are interrelated and designed to work together. These support, and are embedded in, all elements of the teaching and learning process. They are:

- *Essential Learnings,* which identify what should be taught and what is important for students to have opportunities to know, understand and be able to do
- *Standards*, which provide a common frame of reference and a shared language to describe student achievement
- Assessment Bank, an online collection of assessment packages and resources that support teaching, learning and school-based assessment
- Queensland Comparable Assessment Tasks (QCATs) in Years 4, 6 and 9, which provide information to teachers about student demonstrations of learning in a selection of *Essential Learnings* and promote consistency of teacher judgment
- *Guidelines for Reporting*, which support consistency of reporting across Queensland by using a five-point scale to describe the quality of student achievement.

The QCAR Framework: Real-life learning and learning for real life

Teachers and schools use the Framework to design curriculum around engaging, real-life and relevant issues and challenges that are meaningful for students and for society. The Framework supports teachers and schools to build a culture of high expectations, engaged learning and focused teaching. It helps teachers to plan and provide opportunities for students to experience rich and rewarding learning programs that have relevance and application in the real world. It also supports students to be active participants in their learning.

Figure 2.1: QCAR Framework: Answering key questions in relation to what is taught, how it is taught, how it is assessed and how it is reported

What is taught?

Teachers identify curriculum intent using the *Essential Learnings*.

How is student learning reported?

Teachers report twice yearly using a five-point scale in relation to the KLAs and annually at Years 4, 6 & 9 in relation to the QCATs.

Student needs, interests, achievements

How do teachers and students use feedback to build student success?

How is students' learning assessed?

Teachers decide what student learning they are gathering evidence about and how that evidence will be collected and judged. Teachers can use the *Standards*, the Assessment Bank and the QCATs.

How do teachers teach?

Teachers sequence teaching strategies and learning experiences to support achievement of the *Essential Learnings* and *Standards*.

Benefits

The Framework is focused on improving learning for all students through:

- consistency of what is taught, assessed and reported across Queensland
- consistent judgments about student work against common standards
- use of information about student learning to develop future teaching and learning programs
- feedback to students about their learning
- comparability of student reports to parents/carers
- continuity across year levels.

Teachers

The Framework provides teachers with clarity about what to teach by:

- guiding planning
- helping teachers develop a shared understanding about expectations of student performance
- offering access to quality assessment instruments
- providing a common frame of reference and a shared language to describe student achievement

- valuing teacher professionalism and supporting professional learning
- maintaining Queensland's commitment to supporting school-based curriculum development.

Parents/carers

In the past, some parents/carers have found it difficult to understand reports, and to know how they can help their child or when to seek extra support. The Framework gives parents/carers assurance that:

- the learning their child undertakes is consistent with that of other schools
- the judgments that teachers make about their child's performance are made using the same *Standards* as those applied in other Queensland schools.

The Framework promotes greater consistency across classrooms. It also encourages greater continuity across year levels in what is taught and how it is assessed and reported.

Key messages

- The QCAR Framework aligns what is taught, how it is taught, how learning is assessed and how learning is reported.
- The Framework is based on the assumption that every child and young person can learn.
- The components of the Framework are interrelated and work together to support alignment.
- Student learning is directed towards real-world challenges and is organised through systemic or school frameworks.

CHAPTER 3

What to teach

The key task of curriculum development is to identify and articulate the most valuable knowledge (skills and capabilities) available for teaching and assessment. This means drawing on the best of traditional forms, but ensuring that the curriculum responds to the development of new knowledge, skills and understandings. Decisions on what knowledge is most valuable, and should be included, will be determined by the needs of students and the community in light of the demands of a changing social context. (QSA 2007, p. 3)

This chapter focuses on the *Essential Learnings*. It shows how they can help teachers to plan teaching and learning that aligns curriculum and assessment. The structure of the *Essential Learnings* and their individual components are explored.

Teachers use the *Essential Learnings* to align curriculum and assessment with their teaching and learning programs. This alignment depends on a clear understanding of:

- curriculum intent, including clarity about what students need for success in the 21st century
- how assessment can support this learning.

Essential Learnings: An overview

The *Essential Learnings* comprise a rich set of knowledge, skills and capabilities — an agreed core that students are able to access, and which schools can use to generate an engaging, comprehensive school curriculum. They identify what should be taught and what is important for students to have opportunities to know, understand and be able to do.

Essential Learnings are specified for each of the eight KLAs. Languages are specified at stages of learning (see p. 19). The Arts, English, Health & Physical Education, Mathematics, Science, Studies of Society & Environment, and Technology are specified at junctures that fall at the end of Years 3, 5, 7 and 9.

Queensland's eight KLA syllabuses were the primary information source for the *Essential Learnings*. Teachers in schools across the three schooling sectors worked with the QSA to identify the essential knowledge, skills and capabilities of the KLA syllabuses and to trial and refine the *Essential Learnings*. Discussions about what has been included

in the *Essential Learnings* have been guided by the knowledge, skills and capabilities that students need for ongoing learning, social and personal competence, and participation in a democratic society.

The national *Statements of Learning* in English, Mathematics, Science, Civics and Citizenship, and Information and Communication Technologies (ICTs), agreed to by all states and territories, have been embedded in the *Essential Learnings*.

Also embedded in the *Essential Learnings* are capabilities (see Appendix 1) that support students to become knowledge workers, confident individuals and active and responsible citizens. These are the capabilities for:

- working with knowledge
- developing identity and managing self
- acting in the social and political world.

A range of research and literature and curriculum materials was used to identify these more generic, cross-curricular capabilities.

The *Essential Learnings* were developed using four constructs:

- Knowledge and understanding
- Inquiring
- Responding
- Reflecting.

These constructs have shaped the design and specifications of the *Essential Learnings* and result in connections across the KLAs that help teachers plan integrated and connected curriculum programs. They also help students move between and across areas of learning and courses. For example, although learning how to investigate in Science requires a specific set of skills, these are transferable and can help students in Mathematics investigations.

Essential Learnings support the development of:

- processes that students use to demonstrate their understandings
- deep understandings of key disciplinary concepts, facts and procedures
- capabilities needed now and in the future.

The *Essential Learnings* provide schools with the flexibility to organise their curriculum in ways that are responsive to the needs, interests, previous achievements and backgrounds of students, and balanced by systemic and community values, and school priorities.

Figure 3.1: QCAR Framework: Focusing on what is to be taught

Teachers identify curriculum intent using the *Essential Learnings*.

The *Essential Learnings* form the basis of the curriculum in Years 1–9.

They provide:

- clarity for teachers about what to teach
- assurance for teachers that the essential elements of each KLA are being covered, and that their students are learning what the wider community values
- assurance for parents/ carers that a core curriculum will be offered in all Queensland schools.

Student needs, interests, achievements

Teachers decide what evidence demonstrates student learning and how that evidence will be collected and judged.

Teachers sequence teaching strategies and learning experiences to support achievement of the *Essential Learnings* and *Standards.*

> " A key focus at our school is to constantly explore ways in which we can challenge our students intellectually. We are firmly committed to embedding the QCAR Framework into our context, and giving all of our students the opportunity to succeed in terms of intellectually rigorous tasks.
>
> The first step in the process is for us to engage with and fully understand what the *Essential Learnings* offer. The second part is to ensure that our pedagogy acts as the conduit between the *Essential Learnings* and the individual needs of the learner. "
>
> (Principal at a special education school)

Organisation

Essential Learnings incorporate:

• a Learning and assessment focus

• Ways of working

• Knowledge and understanding.

Each of these builds in complexity across Years 3, 5, 7 and 9.

Figure 3.2: Year 5 Science: **Essential Learnings**

Ways of working

Describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

They include higher-order thinking skills, and the capabilities that students need for ongoing learning, social and personal competence, and participation in a democratic society.

Learning and assessment focus

Describes the focus of learning and assessment for the KLA within the year-level juncture.
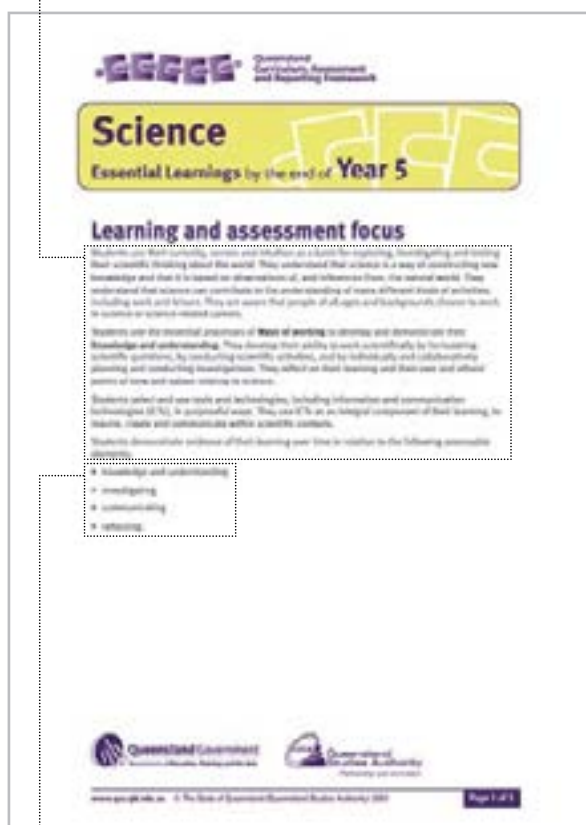
Assessable elements are used to make judgments about the quality of student achievement.

Knowledge and understanding

Describes the essential concepts, facts and procedures of the KLA.

The organiser and conceptual statement describe the focus and essential concepts, or big ideas, of the KLA.

Examples clarify the intent of the statements and the intended depth and level of complexity.

Learning and assessment focus

The Learning and assessment focus increases in complexity across each year-level juncture within each of the KLAs, and emphasises the importance of:

- using the Ways of working and Knowledge and understanding together
- actively engaging students in learning and assessing — providing opportunities for students to learn and be assessed through doing, in contexts that are relevant and meaningful
- integrating information and communication technologies (ICTs) as tools for learning
- recognising the value of Indigenous knowledge and embedding Indigenous perspectives in students' learning and assessment.

Assessable elements

Assessable elements of each KLA are specified in the Learning and assessment focus, and identify the valued features of the KLA about which evidence of student learning is collected and assessed.

This information is then used to make judgments about the quality of student achievement. They provide the link between the *Essential Learnings* and the *Standards* in assessment. Chapters 4 and 7 explore the assessable elements in more detail.

Ways of working

Ways of working describe the processes that students use to develop and demonstrate their knowledge and understanding. They reflect the skills and capabilities that are important to work with knowledge effectively in each KLA, e.g. working mathematically, working scientifically or working technologically. They include higher-order thinking skills that support the development of deep understanding and the capabilities that students need to acquire. These processes also increase in complexity across year-level junctures.

The Ways of working are organised around three broad constructs: inquiring, responding and reflecting. An example from Year 7 Mathematics is in Table 3.1. The Ways of working across the KLAs for all junctures are presented in Appendixes 2–5 and 10.

Table 3.1: Examples of constructs for the Ways of working

Ways of working constructs	Mathematics By the end of Year 7: Ways of working
Inquiring Analysing, reasoning, arguing and evaluating to develop depth and coherence of understanding	Pose questions that draw on familiar examples to clarify thinking and support predictions Plan activities and investigations to explore concepts through selected pathways, and plan strategies to solve mathematical questions, problems and issues
Responding Communicating ideas and information across a range of new products and performances Planning, designing and producing Making personal meanings from socially shared perceptions	Communicate thinking and justify reasoning and generalisations, using mathematical language, representations and technologies
Reflecting Critically examining own and others' ideas, experiences, products and performances	Reflect on and identify the contribution of mathematics to their life Reflect on learning, apply new understandings and identify future applications

Knowledge and understanding

Knowledge and understanding describes essential concepts, facts and procedures of the KLA. These are presented under "organisers" that relate to the broad conceptual categories that are the focus of the KLA.

The conceptual statements across the KLAs for all junctures are presented in Appendixes 6, 7, 8, 9 and 11.

To succeed in an area of learning, students must develop a foundation of information and ideas, and also a conceptual framework that relates them. Concepts take on meaning through multiple representations that are rich in detail when applied in purposeful contexts. Building conceptual knowledge helps students relate information and ideas in meaningful ways, and organise knowledge in ways that facilitate retrieval and application.

Information & communication technologies (ICTs)

Students live in a technological world where information and communication technologies (ICTs) are an integral part of everyday living. ICTs are a cross-curricular priority within the Framework. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated.

Applying ICTs as a tool for learning helps students become competent, discriminating, creative and productive users. ICTs can be integrated in a variety of ways within and across all KLAs to support thinking, learning, collaboration and communication. Schools and teachers can access the ICTs cross-curriculum priorities on the QSA website. These statements describe what students are expected to be able to do by the end of Years 3, 5, 7 and 9.

Indigenous perspectives

Indigenous perspectives have been embedded in the *Essential Learnings*. Indigenous perspectives refer to Aboriginal and Torres Strait Islander ways of knowing, viewing and relating to the world. These perspectives acknowledge the viewpoints of Indigenous people on time, place and people within local, regional, national and global contexts. Individual and community experiences, learning, cultural beliefs and values underpin these viewpoints.

Languages

Essential Learnings for Languages are structured according to stages of language learning. For the purposes of planning and assessment, the *Essential Learnings* relate to stages of learning in the language rather than to specific year levels. These three stages of language learning are: Beginner, Elementary and Lower intermediate. It is recognised that students will follow various pathways in their languages depending on the school's structure and each student's entry level when introducing the language.

The *Essential Learnings* in operation

The *Essential Learnings* specify what students will know, understand and be able to do as a result of learning. They promote the development of key concepts, facts and procedures that will allow students to apply their knowledge in increasingly diverse, fluid and changing contexts.

While the *Essential Learnings* do not prescribe specific teaching and learning approaches and strategies, they provide opportunities for students to actively engage in their own learning. The two dimensions — Ways of working and Knowledge and understanding — go beyond an exclusive emphasis on cognition to include capabilities that students need for lifelong learning.

For students to develop deep understandings, knowledge should be presented in problem-solving contexts and students need to be given the opportunity to evaluate claims and assumptions through critical reflection. True learning leads to the ability to adapt and apply knowledge in the face of new tasks, problems and situations. This view is relevant both to the disciplinary traditions of learning and to newer, more generic formulations of competences and capabilities.

General teaching principles

Develop teaching and learning programs that are inclusive and socially and culturally responsive.

Students bring to the classroom preconceptions about the world. If new understandings are not linked to these preconceptions, students can fail to grasp the new concepts and information, or they may learn them in a superficial or recitative fashion (aimed, for instance, at completing a test), but revert to their preconceptions outside the classroom. Consequently, teaching and learning are best linked to prior learning, and should take account of the personal and cultural experiences of different groups of learners and provide opportunities for students to explore ideas and knowledge that challenge their own and others' thinking in depth.

Make adjustments to how learners can access Ways of working and Knowledge and understanding.

Students' needs and abilities should be considered when planning to ensure optimum engagement and success in learning. Teachers therefore plan to make adjustments for individual and/or small group learning. Such adjustments ensure that students with disabilities or learning difficulties are able to access, participate in and experience success in learning Ways of working and Knowledge and understanding. Adjustments can include "breaking up" or "chunking" the *Essential Learnings* into meaningful conceptual knowledge and ways of working in familiar contexts. In this way, there will be explicit connections to additional learning opportunities, and teachers can provide further prompts and time to access and complete the learning experiences.

Provide practical and different ways for all students to demonstrate what they know and can do, and to experience success in learning.

If students are to learn effectively, learning experiences and teaching strategies need to be selected and sequenced to support active engagement in learning and intellectual challenge. 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, e.g. healthy lifestyles, sustainability and community participation. Where appropriate, contexts for learning may be negotiated with students to ensure that the contexts are relevant and authentic.

Key messages

- *Essential Learnings*:
  — identify what should be taught and what is important for students to have opportunities to learn
  — describe the focus of teaching and learning in the eight KLAs
  — incorporate a Learning and assessment focus, and the two dimensions: Ways of working and Knowledge and understanding.

- Ways of working describe the processes important in the KLA, while Knowledge and understanding describes essential concepts, facts and procedures of the KLA.

- The assessable elements in the KLAs provide the pivotal link between the *Essential Learnings* and assessment.

- Information and communication technologies (ICTs) are a key cross-curricular priority within the Framework.

- Teachers make decisions about the particular teaching approaches and strategies that will best support individual students and groups of students to achieve the *Essential Learnings* and *Standards*.

- *Essential Learnings* are to be the core of curriculum for Queensland schools. Teachers may include additional learnings as part of their school-based curriculum.

CHAPTER 4

Assessing for learning

From their very earliest school experiences, our students draw life-shaping conclusions about themselves as learners on the basis of the information we provide to them as a result of their teachers' classroom assessments. As that evidence accumulates over time, **they decide if they are capable of succeeding or not**. They decide whether the learning is worth the commitment it will take to attain it. They decide if they should have confidence in themselves as learners and in their teachers — that is, whether to risk investing in the schooling experience. These decisions are crucial to their academic wellbeing. Depending on how they decide, their teachers may or may not be able to influence their learning lives.

(Stiggins & Chappuis 2005, p. 1, emphasis added)

This chapter presents an overview of the assessment components of the QCAR Framework, with a focus on how these components can support assessment for learning and improve learning outcomes.

The Framework informs the ways that students are assessed. It puts teachers' professional knowledge and practice at the heart of aligning what is taught, how it is taught, how student learning is assessed and how learning is reported.

Assessment is the purposeful and systematic collection of evidence about students' achievements, and has a pivotal role in supporting student learning. An increasing body of research confirms the central role of assessment in improving learning (Earl 2003). 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.

Participating in assessment can have a profound influence on the motivation and self-esteem of students (Stiggins & Chappuis 2005). How students are assessed, and the judgments that are made about what they can and cannot do, can have a deep effect on their sense of self-esteem and their expectations for success and failure (Harlen & Deakin-Crick 2003). Assessment can motivate or discourage students from further learning. It serves to guide students as they plan their learning strategies, and can encourage or discourage students to develop as independent learners.

A key premise of the Framework is that, to improve student learning, priority should be given to enhancing the capacity of teachers to develop quality assessments that students will engage with. The Framework supports this through:

- the *Essential Learnings*, which help teachers to align curriculum with assessment through connections between Ways of working and Knowledge and understanding, and the assessable elements
- *Standards* for Years 1–9, which reflect the two dimensions of Ways of working and Knowledge and understanding
- an online Assessment Bank that provides models of assessment instruments that align the *Essential Learnings*, assessable elements and *Standards* to support consistency of teacher judgments
- Queensland Comparable Assessment Tasks (QCATs) in English, Mathematics and Science at Years 4, 6 and 9. QCATs provide models of assessment tasks aligned to the *Essential Learnings* and *Standards* and help promote consistency of teacher judgments.

Within the Framework, assessment for learning:

- is planned, engaging and ongoing
- focuses attention on the *Essential Learnings*
- is standards-based
- provides information that supports teaching and learning
- provides feedback to students about how they can improve their learning.

Figure 4.1: QCAR Framework: Answering questions with a focus on assessment

The *Standards* connect the *Essential Learnings* to assessment and reporting practices.

The *Standards*:

- indicate how well a student has achieved the *Essential Learnings* across the Ways of working and Knowledge and understanding
- are linked to the assessable elements
- describe the expected qualities of student work
- provide a basis for judging how well a student has demonstrated what they know, understand and can do
- are the same for all KLAs and year levels.

Teachers identify curriculum intent using the *Essential Learnings*.

Student needs, interests, achievements

Teachers decide what the evidence is that demonstrates student learning and how that evidence will be collected and judged.

Teachers sequence teaching strategies and learning experiences to support achievement of the *Essential Learnings* and *Standards*.

" Teachers need the freedom to make definitive evidence-based judgments on their students' work according to established standards and a quality framework that guarantees the dependability of teacher-led assessments. "

(Klenowski 2008, p. 150)
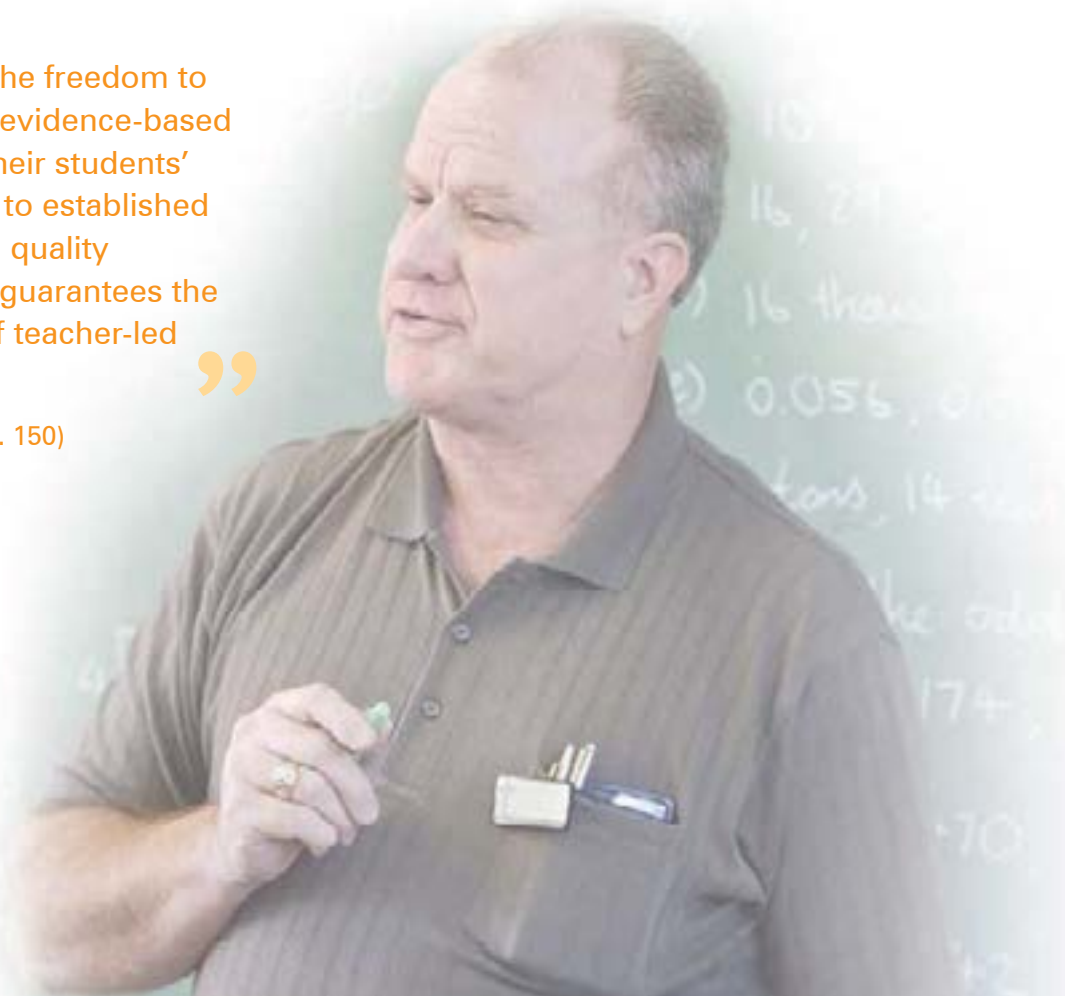
Standards

The Framework provides *Standards* to describe how well a student has demonstrated their learning. The *Standards* connect *Essential Learnings* to assessment and reporting practices. The *Standards* are reference points that describe how well a student has achieved in both dimensions of the *Essential Learnings*: Ways of working and Knowledge and understanding. The *Standards* are succinct summary statements used to inform students of their progress.

Specifically, the *Standards*:

- are referred to as "achievement standards" because they distinguish between the degrees of quality evident in student work
- provide students, teachers and parents/carers with a common language to describe the quality of student achievement
- describe the features of performance for the A–E grades
- can be used as "reporting standards" to report student achievement.

Ways of working and Knowledge and understanding are embedded in the *Standards*, shown in Figure 4.2.

Figure 4.2: Standards

Knowledge and understanding   **Ways of working**

Assessable elements

The first assessable element for each KLA relates to the Knowledge and understanding dimension of the *Essential Learnings*. The subsequent assessable elements relate to the Ways of working dimension. There are some commonalities in the assessable elements across KLAs (see Table 4.1). These commonalities help teachers make links across KLAs when planning teaching, learning and assessment in integrated units of work. The assessable elements can be used together or independently in assessments.

The assessable elements are used by teachers as the focus for developing assessments and for making judgments.

Table 4.1: Assessable elements for three KLAs

Science	Studies of Society & Environment	Languages
Knowledge and understanding	Knowledge and understanding	Knowledge and understanding
Investigating	Investigating	Comprehending texts
Communicating	Communicating	Composing texts
	Participating	Intercultural competence
Reflecting	Reflecting	Reflecting

Figure 4.3: The Arts: Assessable elements and descriptors of quality for A–E

This figure identifies the assessable elements of the KLA and indicates the degrees of quality. It can be used to support teachers to make judgments using the *Standards* and to develop task-specific *Guides to making judgments.*

Assessable elements:

- identify the valued features of the KLA, about which evidence of student learning is collected and assessed
- support teachers to make judgments about the quality of student achievement.

Descriptors:

- identify the qualities associated with each assessable element
- describe the qualities for each A–E grade
- help develop consistency of teachers' judgments.

Building teachers' assessment capabilities

Two of the Framework components, the Assessment Bank and the QCATs, provide examples of assessment instruments that support assessment for learning and consistency of teachers' judgments.

Assessment Bank

The Assessment Bank is an online collection of assessment packages and resources for Years 1–9 that are linked to the *Essential Learnings* and *Standards*. Specifically, Assessment Bank items show the use of task-specific assessable elements (developed from the Ways of working and Knowledge and understanding) incorporated into meaningful assessments within authentic learning contexts.

The Assessment Bank generally presents assessment packages that include a *Student booklet, Teacher guidelines, Guide to making judgments,* an *Indicative A response* and *Sample student responses* (see Figures 4.4–4.6). These components of the packages work together to demonstrate alignment. They model for teachers how assessment can be used to improve student learning. Teachers have professional flexibility to use the materials in the packages directly or to adapt them to meet local needs.

Figure 4.4: Assessment Bank package: Student booklet

The assessment as presented to students
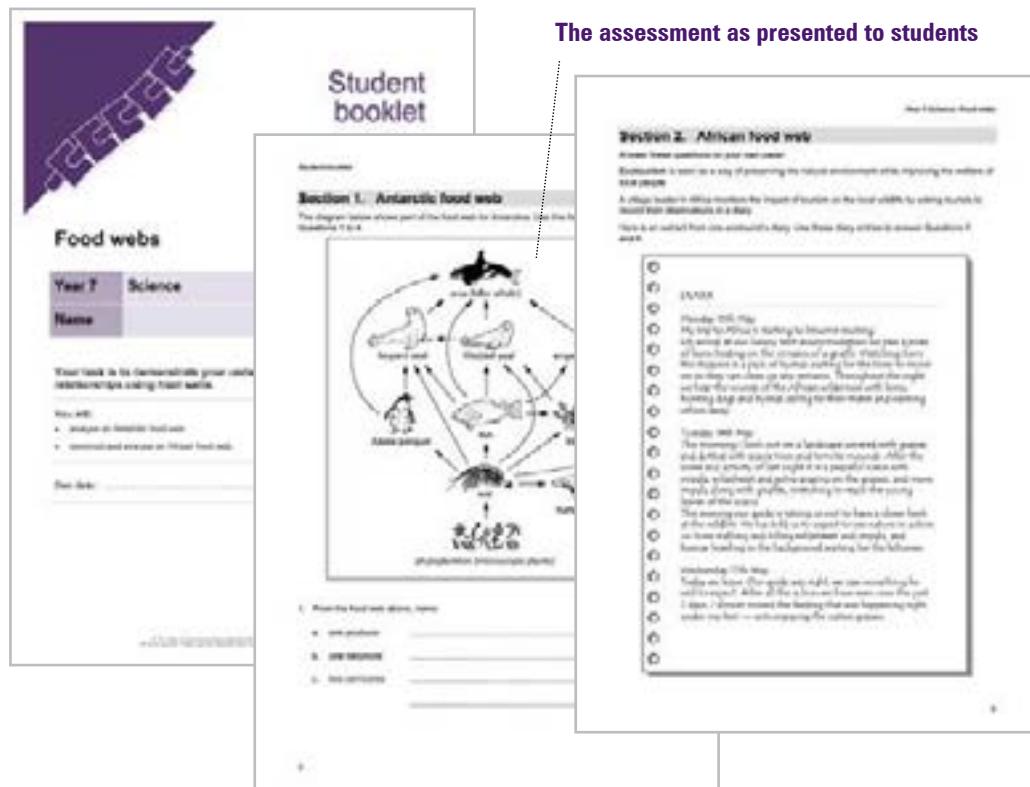
Figure 4.5: Assessment Bank package: Teacher guidelines

Sequence learning

Make judgments

Identify curriculum

Develop assessment

Use feedback
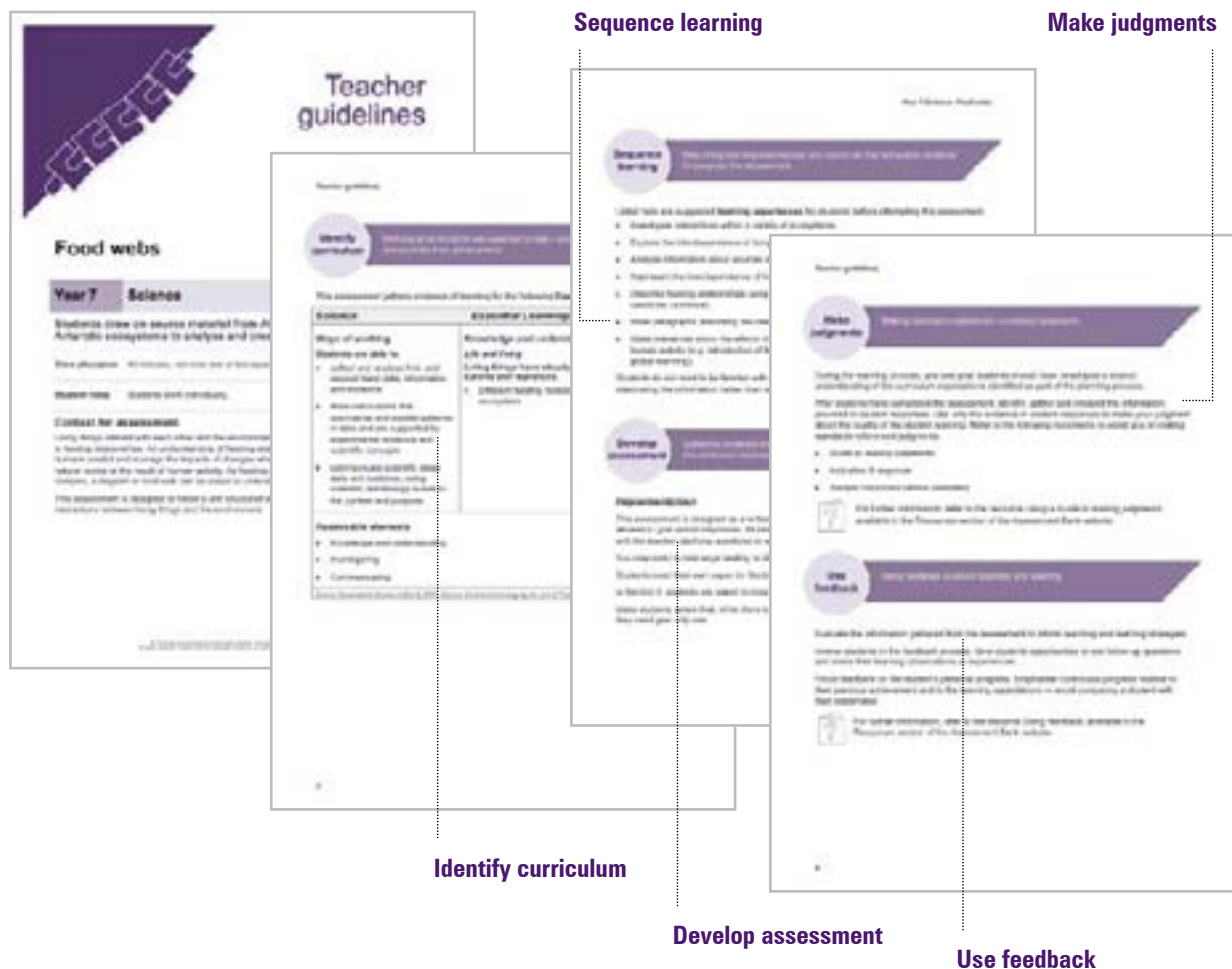
Figure 4.6: Assessment Bank package: Guide to making judgments

Assessable elements

Task-specific assessable elements

Provision for feedback

Task-specific descriptors that signpost the discernible differences in the quality of student performance along a continuum
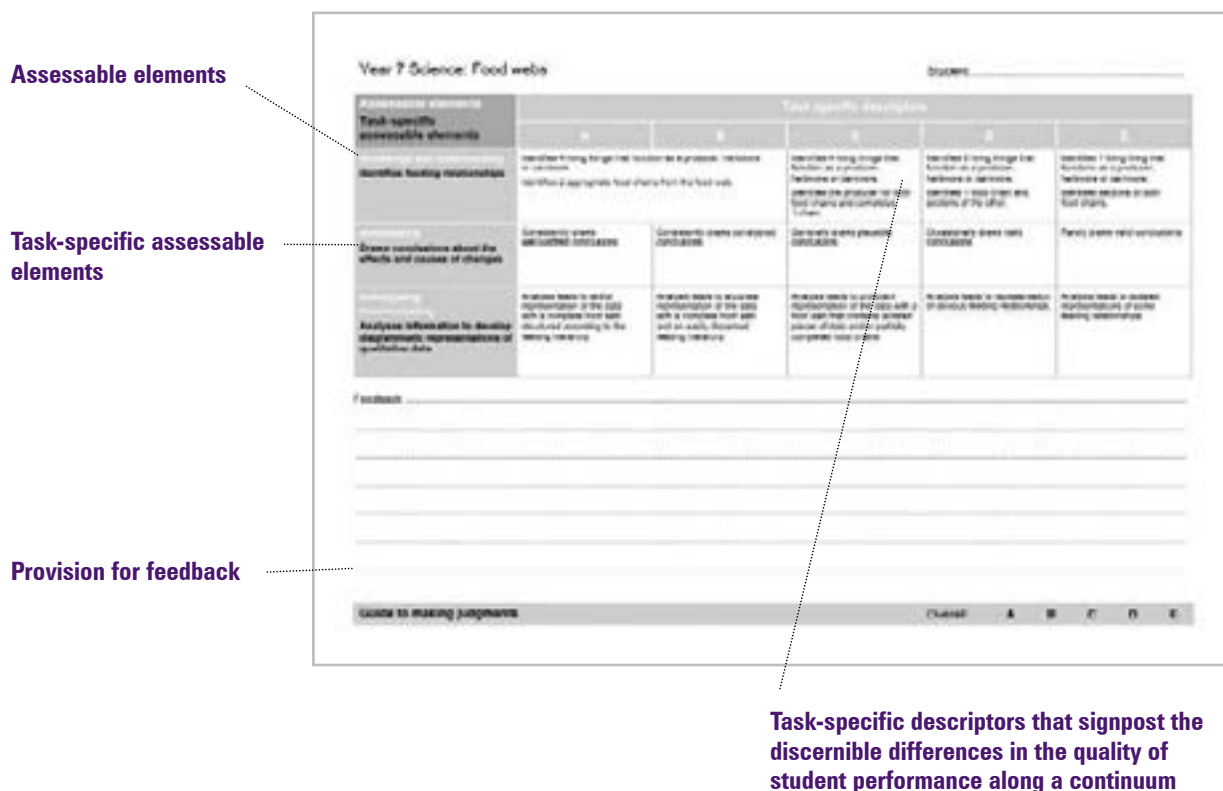
Queensland Comparable Assessment Tasks (QCATs)

QCATs are designed to provide evidence of what students know, understand and can do in relation to a selection of *Essential Learnings* for English, Mathematics and Science in Years 4, 6 and 9. Achievement in the QCATs is reported by schools to students and parents/carers using five grades from A to E. Assessment of student learning can take many forms, most of which are familiar to teachers. These assessment forms can be represented on a continuum from most structured to least structured. The QCATs are classified as being most like performance-based, authentic tasks (see Figure 4.7).

A QCAT package includes:

- *Student booklet* — an authentic, performance-based assessment with one or more products (one booklet per student)
- *Teacher guidelines* — informs teachers about administrative procedures necessary to complete the assessment under comparable conditions
- *Guide to making judgments* — assessable elements, task-specific descriptors and a facility to record the overall grade achieved (included in the *Student booklet* and *Teacher guidelines*)

- *Sample responses* — demonstrates the characteristics of typical student responses for each assessable element at each of the five grades (A–E). The student work samples are sourced from field trials. Annotations for each student work sample explain how it demonstrates the qualities in task-specific descriptors.

Figure 4.7: The assessment continuum

THE ASSESSMENT CONTINUUM

- - - Student portfolio

- - - Rich tasks

- - - Performance-based authentic tasks

- - - **QCATs**

- - - Extended-answer test (constructed response)

- - - Short-answer test (constructed response)

- - - Multiple-choice test

QCATs:

- support teaching and learning
- help students to understand the *Standards*
- provide feedback that helps improve students' learning
- promote consistency of teachers' judgments
- model quality assessment
- support school- and system-level planning by providing information about student achievement.

QCATs are different from other centrally devised assessments because:

- schools are advised of the *Essential Learnings* and assessable elements that will be the focus of the assessment in the year preceding implementation. Schools have the flexibility to consider the best possible way to implement QCATs as part of an authentic and comprehensive assessment program
- schools have flexibility to choose when to implement the QCATs within an eight-week period
- teachers can become familiar with all elements of the assessment package before implementation
- the assessment tasks are implemented and graded by teachers at the school.

QCATs: An overview

QCATs are authentic, performance-based assessment tasks that:

- involve students solving a meaningful problem
- emphasise critical thinking and reasoning
- provide students with opportunities to do their best work
- are standards-based
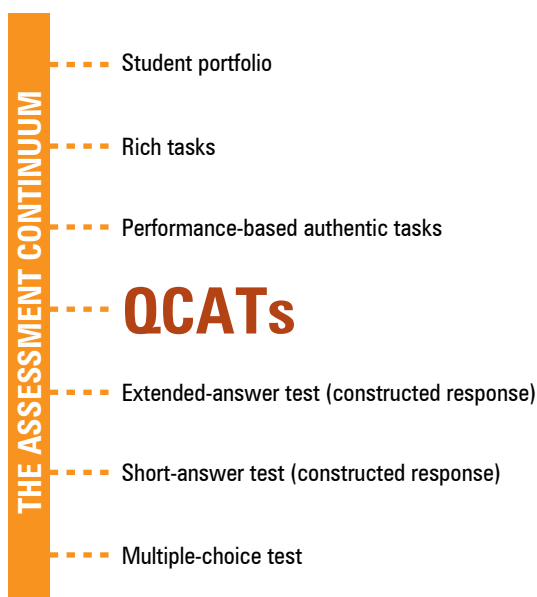- produce evidence of what students know, understand and can do in relation to a selection of *Essential Learnings*.

Catering for diversity

Schools are responsible for ensuring that students are provided with an appropriate program. Students should have the opportunity to participate in school-based assessment.

The QCATs are designed to be part of a classroom assessment program in order that principles of participation and equity apply. The QSA offers this general advice about including all students:

- Students who have been identified as having specific educational needs, may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of assistive technologies, teacher-aide time or reading support.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances where undertaking the task may be a traumatic experience for a student, the principal (in consultation with specialist and support staff and parents/carers) may make a decision regarding the participation of that student in the tasks.

The QSA website gives more specific advice on adjustments and equity. Teachers should also refer to any system policies in relation to the application of equity principles and to the Australian Government's *Disability Standards for Education* (2006) to ensure that all students have opportunities to be assessed and receive accurate reports on their achievement.

The QCATs assess students' knowledge, understanding and processes in relation to their performance on a centrally devised task involving a selection of *Essential Learnings* in specific KLAs at particular year levels. The QCATs are also used to promote consistency of teacher judgment. Reporting based on school-based curriculum will present a more comprehensive picture of student achievement, progress and areas for improvement, especially for students who have special needs.

For all students it is important to remember that the report card is only one source of information on student achievement and progress. Schools may choose to include further information about student achievement. School communities are encouraged to consider the range of reporting forms that will support ongoing learning. For example, brief digital portfolios may be used to show what students know, understand and can do in relation to their individual plans.

Consistency of teachers' judgments

The most effective way to build consistency of teacher judgment about the quality of student work is for them to look at, discuss and analyse student work together in a partnership or team situation. QCATs and the Assessment Bank provide resources to support teachers' discussions, e.g. centrally devised common assessments.

QCATs provide opportunities for teachers to engage in focused discussions, as part of a moderation process, during which they can consider the different task-specific descriptors, and how closely the evidence in the student work matches them.

When teachers apply the *Standards* through this process, they increase their awareness about the variety of ways in which students may respond to an assessment instrument. In this way, teachers gain valuable insights into what students need to learn for each level of achievement. They also move towards a common understanding of the application of the *Standards*.

Through professional dialogue, shared understandings are built that can enhance classroom practice and support alignment of curriculum and assessment. These professional discussions will help develop an understanding of the connections between *Standards* and student work.

The Framework provides models of standards-based assessment that demonstrate the connections between what students are expected to know and do, and how their responses are judged to demonstrate the quality of their learning. This gives teachers and students opportunities to engage in discussions about the evidence in student work. These discussions can assist students to gain a better understanding of how to evaluate their own responses and achievements, and identify how they can progress their learning.

Developing consistency of teachers' judgments will take time as students, teachers and parents/carers become familiar with the *Standards* that are used to make judgments about student achievement.

Three models to develop consistency of teachers' judgments

Calibration model

- A facilitator selects samples deemed to be of a certain standard to be used in the calibration process.
- Teachers individually grade the samples and then compare their judgments with the grade nominated for the sample.
- Task-specific descriptors form the basis for common and explicit language that teachers use in their discussions about the quality of student performance. Discussions are based on evidence provided in student responses.
- Teachers aim to adjust their interpretation and application of standards to reach consensus about the quality of the sample with this process repeated for all the student samples.
- Teachers individually grade all student responses, applying the shared understanding achieved through this calibration process.

Conferencing model

- Teachers grade student responses individually and then select student samples representative of the A–E qualities.
- A meeting is convened in which a conferencing process is used to enable teachers to share samples and discuss judgments.
- Task-specific descriptors form the basis for common and explicit language that teachers use in their discussions about the quality of student performance. Discussions are based on evidence provided in student responses.
- Teachers aim to reach consensus on the interpretation and application of the standards.

- Teachers review judgments about their previously graded student responses, applying the shared understanding achieved through this conferencing process.

Expert model

- Teachers grade all student responses and then submit selected samples that are representative of their application or understanding of the A–E qualities to an expert.
- Advice is provided by the expert, confirming whether there is consistency in the way the standards are interpreted and applied, or whether the teachers need to adjust their understanding, and why.
- This advice is used by teachers when reviewing judgments about their previously graded student responses.

Key messages

- Improving student learning is the key focus of assessment within the Framework.

- Worthwhile assessment engages and motivates students to learn.

- Quality school-based assessment requires teacher assessment capability. QCATs and the Assessment Bank help build this and model quality assessment.

- *Standards* are used within the Framework to describe the expected qualities of student work and provide a basis for judging how well students have demonstrated what they know, understand and can do.

- Assessment within the Framework involves the application of the *Standards* and the awarding of A–E grades of quality.

- Assessable elements form the basis for clarifying what is valued in the learning in relation to the two dimensions of the *Essential Learnings*: Ways of working and Knowledge and understanding.

- Calibration, conferencing and expert models are three of the ways that schools and teachers can develop consistency of teacher judgment.

CHAPTER 5

How to report

School reporting is part of a cooperative relationship between the school, parents and students, which involves mutual responsibility, respect and trust.

This chapter focuses on the reporting component of the QCAR Framework and presents advice about reporting practices for schools. It also discusses how reporting on student achievement and progress using the Queensland Comparable Assessment Tasks (QCATs) can improve student learning.

Reporting is communicating information on student learning to a range of audiences, in differing forms, for various purposes. The key purpose of reporting student achievement and progress within the Framework is to improve student learning.

As a result, reporting to individual students and their parents/carers is critical. Quality feedback about students' achievements and progress helps them make choices about their future learning goals. Teachers and schools also need accurate information about student learning to plan effectively for the future.

The federal and state governments require schools to be accountable by providing parents/carers with a report card containing information on their child's individual achievement at least twice each year. This ensures that parents/carers receive a timely summary of student achievement. In most schools, this takes place at the end of each semester. Teachers have a professional and legal obligation to provide these reports.

Figure 5.1: QCAR Framework: Focusing on reporting practices

Reporting:
- provides teachers with accurate information about student learning
- provides a summary of student achievement for students and parents/carers
- provides information to support planning for future learning
- is presented in a variety of forms.

Teachers identify curriculum intent using the *Essential Learnings.*

Student needs, interests, achievements

Teachers report twice yearly using a five-point scale in relation to the KLAs, and annually at Years 4, 6 & 9 in relation to the QCATs.

How do teachers and students use feedback to build student success?

Teachers decide what evidence demonstrates student learning and how that evidence will be collected and judged.

Teachers sequence teaching strategies and learning experiences to support achievement of the *Essential Learnings* and *Standards*.

Principles underpinning school-based reporting

School-based reporting within the Framework aligns with Australian Government requirements, identified through a consultation process initiated by the (former) Department of Education and the Arts in 2004 and confirmed during the development of the Framework.

1. School reporting is part of a cooperative relationship between school staff, parents/carers, students and the community, which involves mutual responsibility, respect and trust.

2. All students and parents/carers are entitled to confidential formal and informal school reporting that is responsive to individual needs and used to plan future learning.

3. School reporting acknowledges student achievement over the reporting period.

4. School reporting identifies students' strengths and areas for improvement across a broad range of indicators including curricular, other activities and social development.

5. All parents/carers should have the opportunity to be involved in developing and reviewing reporting practices at their child's school.

6. All parents/carers should receive regular and clear reports on their child's achievements, and have opportunities to discuss that progress with teachers from early in the school year.

DETA 2004a, *Schools Reporting: consultation paper*, April.
DETA 2004b, *Changes to School Reporting*, October.

Student achievement and progress

Student achievement and progress can be reported in many different ways. The particular method selected depends on the audience, the purpose and the nature of the information.

Information about student achievement and progress might take the form of report cards, assessment feedback, interviews and conversations, phone calls, digital portfolios and internet access to student records. Teachers and administrators are encouraged to reflect on the range of reporting practices that best serve the needs of students, parents/carers and other interested parties, and make informed decisions to modify their practices where necessary.

The Framework enhances the quality of twice-yearly reporting by promoting consistency across the state, and aligning reporting with the focus of learning and assessment. It is recommended, therefore, that report cards provide a summary of student achievement at the end of each semester in relation to:

- the school-based curriculum (that incorporates the *Essential Learnings*)

- the QCAT-targeted *Essential Learnings* in the English, Mathematics and Science KLAs (only in Years 4, 6 and 9; reported at the end of the semester in which the QCATs are undertaken).

Within the Framework, consistency of reporting relies on a common five-point reporting scale (A–E) and common interpretation of that scale. For this reason, the Framework provides a set of *Standards* (A–E) that succinctly describe levels of student achievement. *Standards* are constructed so that a teacher can report, in summary, how well the student has achieved in relation to the two dimensions of the *Essential Learnings* (Knowledge and understanding and Ways of working).

Importantly, schools have scope to report on other aspects of schooling, such as behaviour and attendance. In addition, there may be specific requirements to incorporate systemic or local priorities.

Parents/carers and students need quality reports in clear and appropriate language.

Who needs reports of student learning?

Reporting usually means communicating information on student achievement and progress to a range of audiences, in differing forms, for various purposes. What is reported and how it is reported varies according to the audience.

Students need to receive regular reports on their achievement and progress so that they know:

- what they have achieved in relation to the *Essential Learnings* and *Standards*
- specific areas in which they need to improve.

A report card is a summary statement of an individual student's achievements.

Regular reports help parents/carers understand how well their children are performing in relation to the expectations of their year level.

Teachers and schools need access to systematically collected and meaningful information about student achievement and progress in order to plan future teaching and learning.

*DETA 2004a, *Schools Reporting: consultation paper*, April (adaptation).
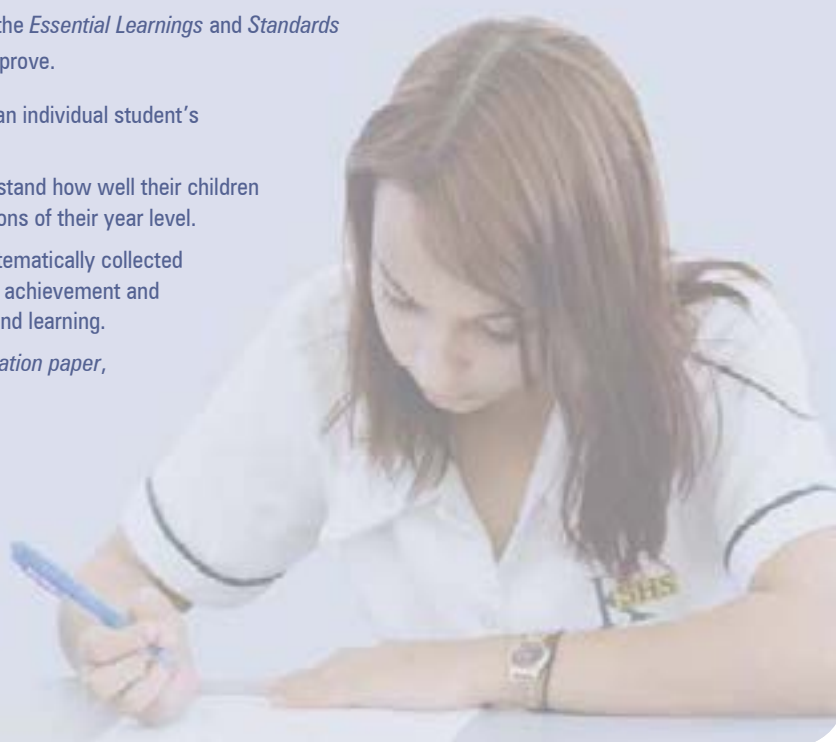
Student achievement within school-based curriculum

To make judgments for reporting purposes, teachers consider a selection of evidence of student learning, provided through student responses to assessment. Teachers then make an on-balance judgment about the quality of the evidence across the assessable elements. An on-balance judgment involves making a decision about the standard that best matches the quality of student work.

The assessable elements and descriptors tables for each KLA are designed to help teachers make on-balance judgments to determine students' achievement. These tables can support teachers' judgments on a particular assessment, as well as across a collection of evidence.

For example, a student may have provided, with varying degrees of success, a range of evidence during a semester. To take account of progress, a teacher will consider the evidence and decide which assessable element and descriptor for the KLA best describes the overall quality of student work, based on the most recent evidence.

The on-balance judgment best represents the student's achievement *at the time of reporting*. For example, if student work is graded as a C grade across the assessable elements early in the semester, but subsequent work provides consistent evidence of a B grade across the assessable elements, a B standard could be awarded for the reporting period. To show student progress, the latest evidence needs to be considered in relation to the assessable elements.

It is important that this on-balance judgment be made across the assessable elements, rather than being based on a formula of averaging a grade across different pieces of assessment. Ideally, a decision will be made by the teacher, or group of teachers, about what will constitute sufficient evidence of learning and achievement across the assessable elements during the reporting period.

Teachers may decide to moderate the evidence of student learning and compare their judgments in order to promote consistency across the school. This will provide parents/carers with confidence that the grades awarded are an accurate assessment of students' achievements, and that the report is meaningful, professional and consistent. Therefore, the report is a professional judgment made by teachers, backed up with professional knowledge of what evidence constitutes the standards that are shared by the profession.

Schools report twice yearly using A–E levels of achievement in all KLAs or subjects offered as part of a school's curriculum program. In addition, reports may also contain information on:

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

Student achievement on the QCATs

In addition to reporting student achievement in the school-based curriculum, schools also report student achievement in Years 4, 6 and 9 QCATs. This provides the student and their parents/carers with information about the student's achievement on a targeted selection of the *Essential Learnings* and assessable elements in English, Mathematics and Science.

For student achievement on the QCATs in Years 4, 6 and 9, reports will:

- describe the requirements of the assessment, and the *Essential Learnings* and assessable elements assessed in each task
- describe how judgments were made on the quality of a student response
- provide an overall grade indicating student achievement against the *Standards*.

From 2009, the QSA will provide a short text that teachers can insert into school reports to support reporting on the QCATs (see Table 5.1).

Table 5.1: Example for reporting student achievement on QCATs

Year level and KLA	Year 4 English
	The Year 4 English QCAT assessment targeted a selection of the *Essential Learnings* that students are expected to know or be able to do from the end of Year 3.
Brief description of the requirements within the assessment	Students were asked to interpret the content in a piece of writing and then to compare two other pieces of writing to find similarities and differences. Students then prepared a report for a school newsletter.
Brief description of how judgments were made	Judgments were made on your child's performance using a marking guide that was available to students before doing the assessment.
Overall grade	B — Evidence in your child's work demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

Improving student learning

Reporting's key role in improving student learning is emphasised within the Framework. The reporting of student learning, with its focus on the quality of learning in relation to the *Essential Learnings* and *Standards*, provides useful information to students, parents/carers, teachers and schools.

Schools and teachers will have access to information on students' performance in the QCATs. This will support them to target strategies for improvement. To help teachers improve teaching/learning, the QSA will provide an analytical report of student responses. Gathering information related to student achievement on the QCATs requires the following processes:

- After implementing the QCATs, schools need to return their data to QSA.
- The QSA will conduct a random sampling process to collect student responses.
- The QSA will analyse student responses and generate a view of the trends (e.g. after viewing students' responses to questions, statements will be made about general performance).

The QSA will provide teachers with some information about trends in consistency of teacher judgments. This will support teachers to have professional conversations about their own school data and the way grades have been allocated.

A database (available from the QSA website) will help schools analyse their own student achievement data, enabling teachers to note trends in performance, compare performance across classes and break down the data into particular target groups. Also, the database can be used to analyse the performance of male and female students, or different classes within the school, using questions such as:

- Are there significant differences in the performance of students?
- How do you account for any differences noted?
- Are these trends apparent in other evidence of student performance?
- Are there differences in performance in the KLAs (male/female, different classes, ESL/non-ESL)?
- In which KLAs are there the greatest differences in students' achievements?
- Is there any anecdotal evidence available that adds to an understanding of these results?

Together, the analytical report and school-based data can be used to improve teaching and learning programs.

Key messages

- Reporting student achievement and progress is critical for students, parents/carers, teachers, schools and schooling authorities, as well as the broader community.

- Student achievement and progress in relation to the *Essential Learnings* and *Standards* in the KLAs is reported twice yearly.

- Student achievement of the *Essential Learnings* targeted in the QCATs in Years 4, 6 and 9 is reported in the relevant reporting period.

- Reporting student achievement and progress provides key information to improve learning.

CHAPTER 6

How to plan

I feel as if I'm a better teacher. I understand what I'm teaching better, and I certainly have come to understand the students I teach more fully. I no longer see my curriculum as a list to be covered and I spend more time thinking about how to help each of my students achieve.

(Teacher involved in QCAR Framework trial)

This chapter explores key issues associated with planning. It discusses planning considerations, gives an overview of processes to guide planning and provides insights into collaborative planning. Specific strategies associated with planning for the diverse range of learners in all classrooms are also considered.

The teacher quoted in the chapter opening above understands that student needs, interests, achievements and backgrounds are at the centre of planning teaching, learning, assessment and reporting. This student-centred focus is served well by aligning what is taught, what students have opportunities to learn, how the material is taught and how student learning is assessed and reported.

Planning considerations

The value of the QCAR Framework is enhanced when teachers and administrators have a clear understanding of the whole school's curriculum, and how their own planning contributes to broader curriculum aims. Curriculum planning within schools occurs at several levels: whole-school, juncture and year levels (see Figure 6.1).

Considerations for planning include:

- understanding the community and its strengths
- knowing student needs, interests, achievements and backgrounds, and having the capacity to provide opportunities for students to develop into knowledge workers, confident individuals and active and responsible citizens
- using the Ways of working and Knowledge and understanding across the junctures and year levels
- devising meaningful and efficient combinations of *Essential Learnings* with thoughtful focus on student achievement across all KLAs

- being aware of cross-curricular priorities and perspectives, e.g. ICTs and Indigenous perspectives
- knowing systemic priorities, e.g. financial literacy, sustainability
- responding to data collected about student achievement, e.g. QCATs and National Assessment Program — Literacy and Numeracy.

Figure 6.1: Planning levels and key milestones

Teachers determine the best way to plan and make decisions about the various levels and degrees of specificity of planning that is shared by school staff. Planned curriculum can be enhanced by teachers planning collaboratively and considering the interrelationship of planning across levels, e.g. whole-school and year-level.

| Whole-school	Juncture	Year	
Whole school: Prep–Year 9	Years 8–9	Year 9	**ESSENTIAL LEARNINGS** by the end of Year 9
		Year 8	
	Years 6–7	Year 7	**ESSENTIAL LEARNINGS** by the end of Year 7
		Year 6	
	Years 4–5	Year 5	**ESSENTIAL LEARNINGS** by the end of Year 5
		Year 4	
	Years 1–3	Year 3	**ESSENTIAL LEARNINGS** by the end of Year 3
		Year 2	
		Year 1	
	Prep	Prep	
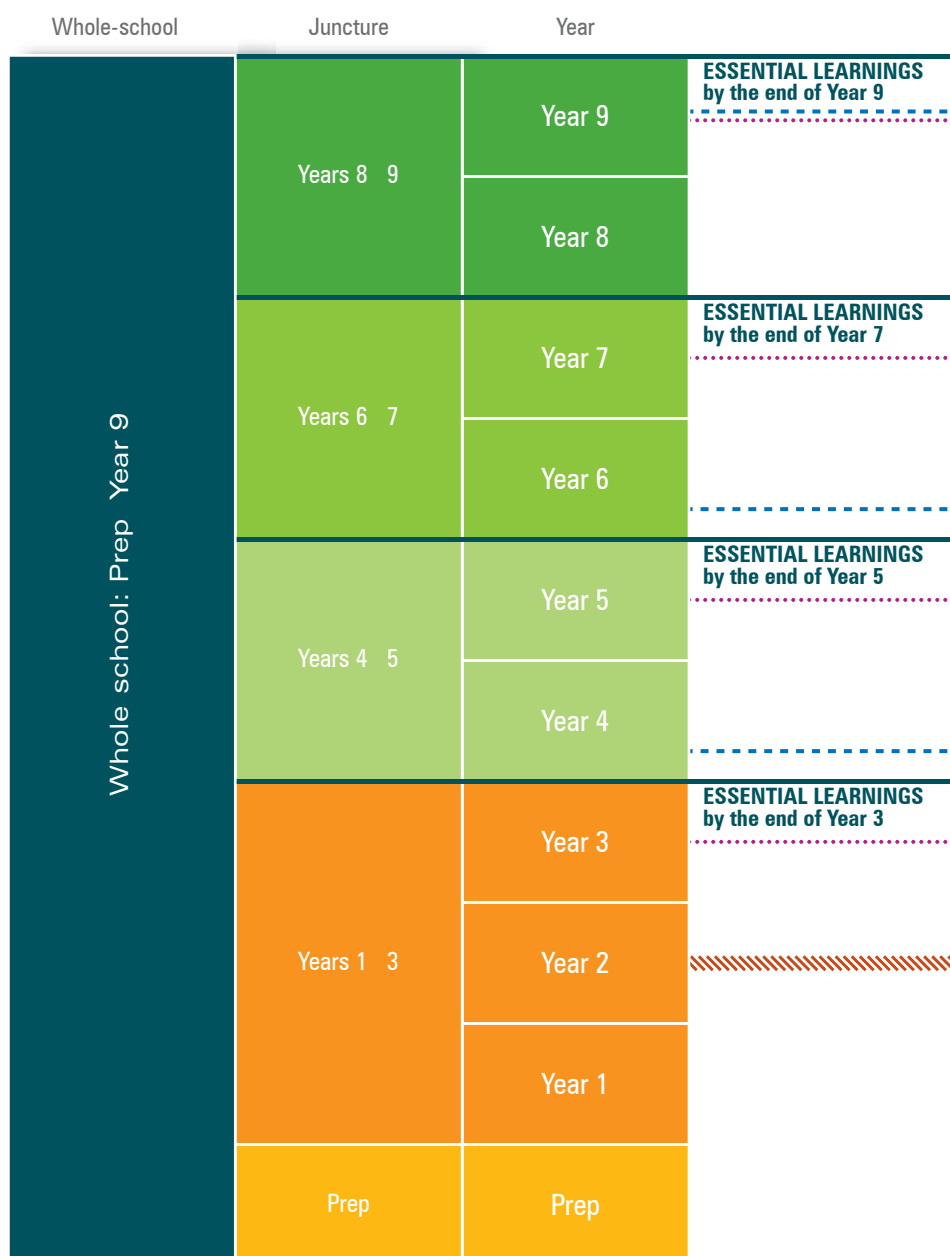
KEY

- - - - - Queensland Comparable Assessment Tasks (QCATs) in English, Mathematics and Science

··········· National Assessment Program — Literacy and Numeracy (NAPLAN)

\\\\\\\ Early Years Diagnostic Net

Five processes that guide planning

Figure 6.2: Five QCAR planning processes
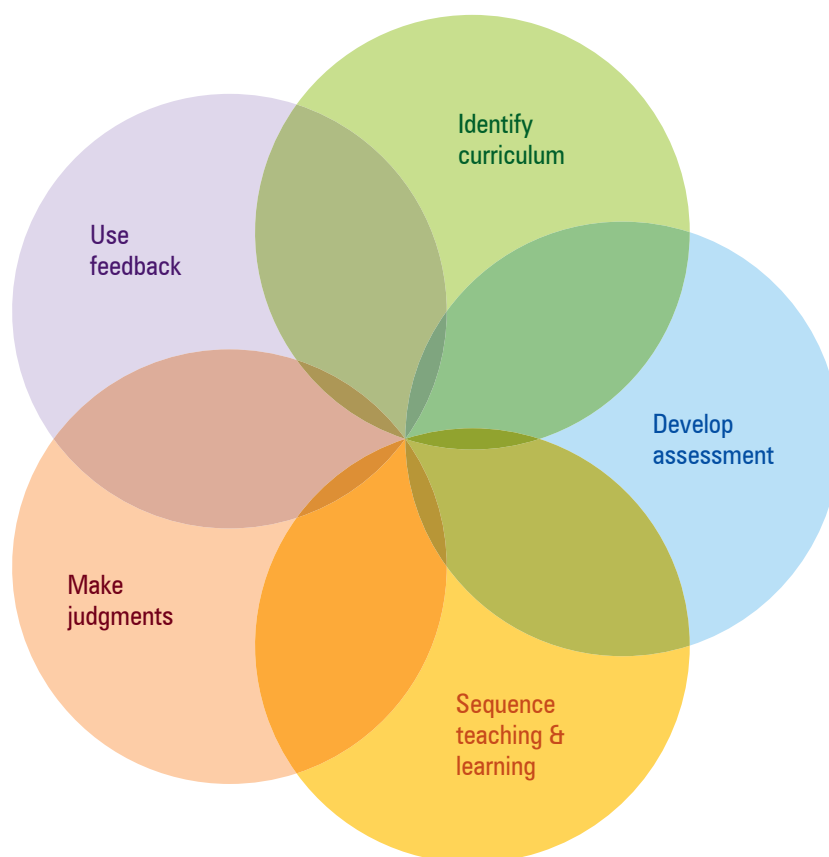
An overview

Teachers and groups of teachers:

- *Identify curriculum* — select the *Essential Learnings*, school priorities and context for learning
- *Develop assessment* — plan a variety of assessment instruments to collect comprehensive and meaningful evidence of learning
- *Sequence teaching and learning* — plan teaching strategies and learning experiences to respond to the needs and interests of the learners
- *Make judgments* — use the evidence in student responses and consider how judgments will be made about the quality of learning
- *Use feedback* — consider how and when to provide feedback.

To guide the planning, development and revision of new units of work, schools may choose to audit their current curriculum before using these five processes.

FAQs

Q: *Can I use the five processes in any order to guide planning?*

A: Yes, the five processes can be used in any sequence. Although the processes are not hierarchical, they all need to be considered when planning units of work.

Q: *Are there considerations specific to each KLA that I need to take into account?*

A: Yes, each KLA contains Ways of working, as well as Knowledge and understanding, that are specific to that area of learning, even though there are commonalities and overlaps. In order for students to receive a broad education that will support them to be knowledge workers, confident individuals and responsible citizens, each KLA needs to be included in students' learning.

The Ways of working and Knowledge and understanding in each KLA provide a basis for developing meaningful and relevant contexts for learning.

Planning: One teacher's practice

Lien* is a Year 4 teacher at Pinehills State School* in regional Queensland. She needs to prepare a unit of work for next semester and is starting with the five processes from the Framework.
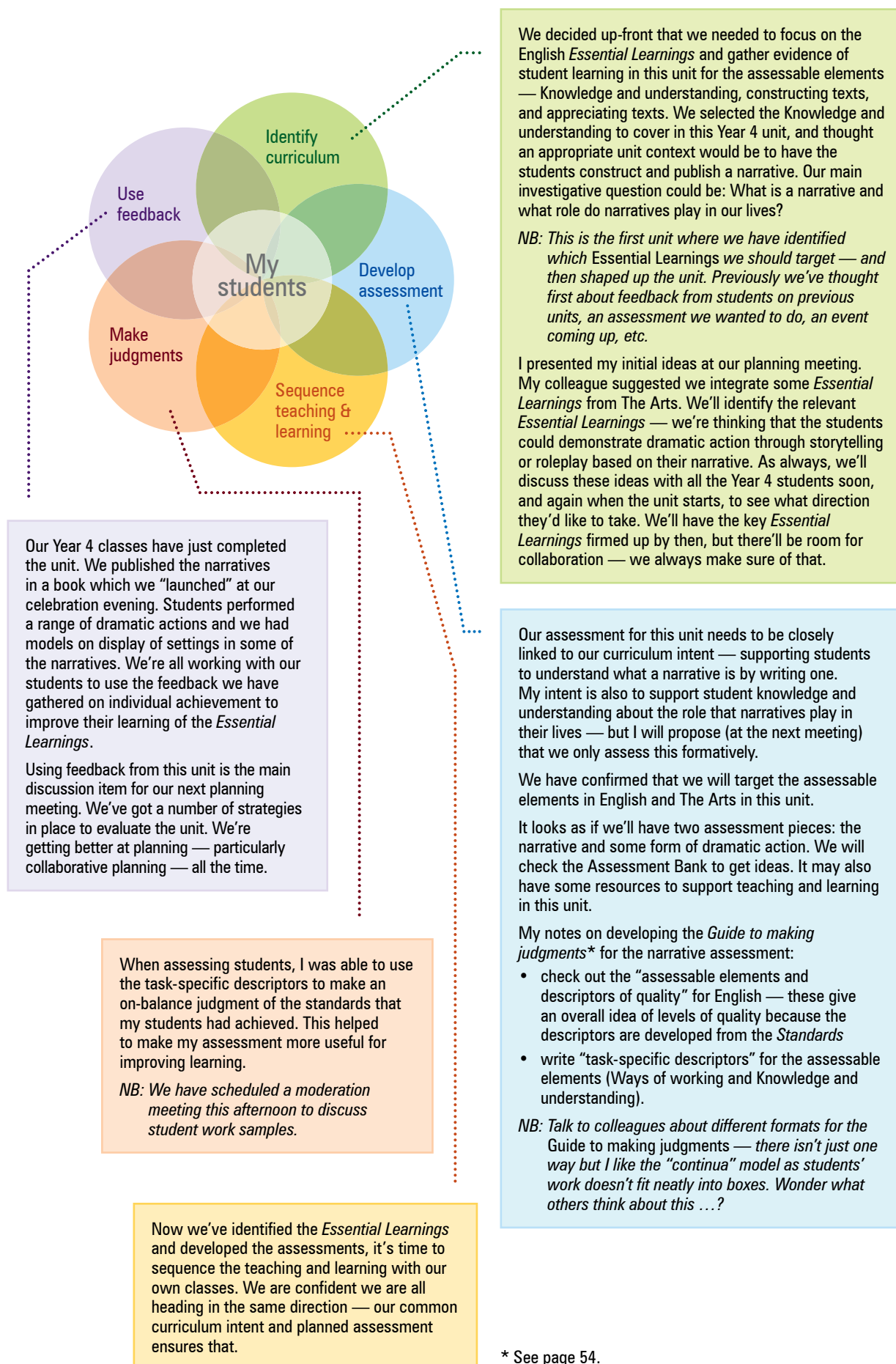
Lien knows that she and the three other Year 4 teachers at her school must plan for the diverse learners in their classes. In her class there are several children for whom English is a second language, and three children who have significant reading and writing difficulties. She appreciates that every student in her class has unique abilities and talents, and she sees the need to build on those strengths. As she starts to plan, Lien keeps this information in mind, as well as the extensive knowledge she has about the community in which she teaches and the students' achievements.

At her school, one teacher within a year level acts as the "planning leader" for each unit. This teacher does some initial planning based on input from the year-level team and then leads the team through the five processes in relation to the unit. Team members have lively discussions and share their ideas about sequencing teaching and learning, with variations about how this occurs in each class, and also about how they will use feedback to inform future work.

Based on their school curriculum plan, and specifically on their plan for the Year 4–5 juncture, Lien and the other Year 4 teachers know which areas of Knowledge and understanding they need to focus on this semester. In relation to the Ways of working, the teachers regularly work on these, incorporating them into their planned and assessed curriculum.

* Names used in this example are fictitious.

Figure 6.3: How Lien and her team use the five processes to guide planning

Identify curriculum

Use feedback

My students

Develop assessment

Make judgments

Sequence teaching & learning

We decided up-front that we needed to focus on the English *Essential Learnings* and gather evidence of student learning in this unit for the assessable elements — Knowledge and understanding, constructing texts, and appreciating texts. We selected the Knowledge and understanding to cover in this Year 4 unit, and thought an appropriate unit context would be to have the students construct and publish a narrative. Our main investigative question could be: What is a narrative and what role do narratives play in our lives?

NB: This is the first unit where we have identified which Essential Learnings *we should target — and then shaped up the unit. Previously we've thought first about feedback from students on previous units, an assessment we wanted to do, an event coming up, etc.*

I presented my initial ideas at our planning meeting. My colleague suggested we integrate some *Essential Learnings* from The Arts. We'll identify the relevant *Essential Learnings* — we're thinking that the students could demonstrate dramatic action through storytelling or roleplay based on their narrative. As always, we'll discuss these ideas with all the Year 4 students soon, and again when the unit starts, to see what direction they'd like to take. We'll have the key *Essential Learnings* firmed up by then, but there'll be room for collaboration — we always make sure of that.

Our Year 4 classes have just completed the unit. We published the narratives in a book which we "launched" at our celebration evening. Students performed a range of dramatic actions and we had models on display of settings in some of the narratives. We're all working with our students to use the feedback we have gathered on individual achievement to improve their learning of the *Essential Learnings*.

Using feedback from this unit is the main discussion item for our next planning meeting. We've got a number of strategies in place to evaluate the unit. We're getting better at planning — particularly collaborative planning — all the time.

Our assessment for this unit needs to be closely linked to our curriculum intent — supporting students to understand what a narrative is by writing one. My intent is also to support student knowledge and understanding about the role that narratives play in their lives — but I will propose (at the next meeting) that we only assess this formatively.

We have confirmed that we will target the assessable elements in English and The Arts in this unit.

It looks as if we'll have two assessment pieces: the narrative and some form of dramatic action. We will check the Assessment Bank to get ideas. It may also have some resources to support teaching and learning in this unit.

My notes on developing the *Guide to making judgments** for the narrative assessment:

- check out the "assessable elements and descriptors of quality" for English — these give an overall idea of levels of quality because the descriptors are developed from the *Standards*
- write "task-specific descriptors" for the assessable elements (Ways of working and Knowledge and understanding).

NB: Talk to colleagues about different formats for the Guide to making judgments — *there isn't just one way but I like the "continua" model as students' work doesn't fit neatly into boxes. Wonder what others think about this …?*

When assessing students, I was able to use the task-specific descriptors to make an on-balance judgment of the standards that my students had achieved. This helped to make my assessment more useful for improving learning.

NB: We have scheduled a moderation meeting this afternoon to discuss student work samples.

Now we've identified the *Essential Learnings* and developed the assessments, it's time to sequence the teaching and learning with our own classes. We are confident we are all heading in the same direction — our common curriculum intent and planned assessment ensures that.

* See page 54.

Auditing current curriculum

In relation to the Framework, "auditing" can mean different things, including:

- auditing the current units of work against the *Essential Learnings*
- auditing assessment tasks for quality
- auditing a school curriculum to ensure alignment.

To help determine which particular *Essential Learnings* are the focus in units of work, visit the QSA website to download *APEL: Auditing and planning for Essential Learnings* (a QSA electronic tool).

FAQ

Q: *Can we continue to plan integrated curriculum?*

A: Yes, integrated or connected curriculum often provides the most meaningful learning opportunities for students. While it is preferable to look for ways to integrate or connect the *Essential Learnings* within and across the KLAs, it is important not to include too many processes and concepts as the focus of the unit. Doing so could result in the teaching and learning becoming superficial, making alignment between what is taught and assessed difficult to achieve. The *Essential Learnings* identified should relate to the context for learning that is based on issues of personal or social relevance to students. Sustainability, healthy lifestyles, community participation and global issues are examples of meaningful contexts for learning for young people.

When planning a unit of work across KLAs, consider:

- the Learning and assessment focus, Ways of working and Knowledge and understanding
- possible connections across KLAs, e.g. in the Ways of working *investigating*, *drawing conclusions*, *communicating* and *reflecting* are common to both Science and Studies of Society & Environment
- how the unit can provide for rich, relevant and deep learning rather than superficial coverage of the *Essential Learnings*
- how a context can be developed to engage students in active learning that is responsive to their needs and interests
- how the context can be shaped to strongly reflect the *Essential Learnings* that have been selected as the focus of the unit of work
- how the teaching and learning sequence provides opportunities for students to develop the *Essential Learnings* that have been selected as the focus of the unit of work
- that the teaching strategies and learning experiences should align with the *Essential Learnings* that have been selected as the focus of the unit of work.

Planning for the needs of all learners

Equity considerations that support student achievement of the *Essential Learnings* and *Standards* are a key aspect of planning for the needs of all learners.

The *Essential Learnings* form the basis of school curriculum planning for all students. In particular, students with disabilities, or those who experience learning difficulties, should have the same opportunities, course choices, and use of facilities and services, that other students do. To ensure optimum engagement and success in learning, students' needs and abilities should be taken into account when planning. A fundamental principle of education in Australia is that teachers make reasonable adjustments where necessary to help all students to learn.

Questions to ask when making adjustments for students

- Which of the *Essential Learnings* from the relevant year level is the particular student reasonably able to access, engage and succeed in, while maintaining high expectations for all students?

- Is the learning context age-appropriate?

- Can the student access Ways of working and Knowledge and understanding as they are described, or part/s of these?

- How can the teaching and learning be adjusted to help students access the *Essential Learnings*?

- What adjustments can be made to support the learning needs of students with disabilities and provide for the needs of different learning styles, e.g. increase font size, add illustrations and prompt icons, make connections explicit, or reorganise the sequence of learning.

- Is it appropriate for students to access the *Essential Learnings* in the year levels before or following?

Indigenous perspectives in planning

The Framework provides for planning that:

- acknowledges Aboriginal people and Torres Strait Islander people as the Indigenous peoples of Australia
- enables all Queensland students to have access to valued Indigenous knowledges that exist throughout Australia
- presents a balanced representation of cultural, social, spiritual and political beliefs, respectful of the diversity of Indigenous histories and peoples.

Planning within the Framework also acknowledges that the success of Aboriginal students and Torres Strait Islander students is supported by successful embedding of Indigenous perspectives into the curriculum and assessment of student achievement.

Schools and teachers can access a range of Indigenous perspectives support materials from the QSA website. These include:

- *Indigenous Perspectives Policy*
- *Indigenous Languages Policy*
- resources related to various topics, e.g. culture, Indigenous knowledges, history and Indigenous contributions
- guidelines on issues, e.g. evaluating resources and terminology
- protocols, e.g. Welcome to Country, accessing sacred sites and engaging with communities
- readings, e.g. contributions from the community, students, teachers and Indigenous education workers, and academic readings.

Key messages

- Student needs, interests, achievements and backgrounds are at the centre of all levels of planning within the Framework.

- Planning considerations need to be taken into account at several levels: whole-school, juncture, year and individual classroom.

- The *Essential Learnings* (Ways of working and Knowledge and understanding) for all eight KLAs are the basis of school curriculum planning for all students, with adjustments to be made to promote optimum access, engagement and success in learning.

- Five processes have been identified to guide planning. These processes can be used in flexible ways to suit school and teacher planning needs.

- Integrated curriculum planning is valued within the Framework as it can provide students with in-depth learning that is personally and socially meaningful and relevant. The design of the *Essential Learnings* and assessable elements supports this type of curriculum planning.

CHAPTER 7

Developing quality school-based assessment

The Framework recognises the central role of teachers' everyday classroom assessment in providing authentic and valid feedback for ongoing improvement in teaching and student learning.

(Department of Education and the Arts 2005, p. 7)

This chapter provides advice about how to develop quality assessment that is aligned with the *Essential Learnings* and *Standards*. It then explores the features of quality, school-based assessment. How the assessable elements and descriptors can be used to develop a *Guide to making judgments* and support consistency in teachers' judgments is also considered.

There are several features of quality assessment that need to be considered when making decisions about the focus of assessment. Assessment and assessment instruments must:

- be purposeful
- focus on students' demonstrations of learning
- assess what they are intended to assess
- be an integral part of the teaching and learning process
- provide opportunities for students to take responsibility for their own learning and monitor their own progress
- reflect principles of equity.

The quality of school-based assessment aligned to the *Essential Learnings* and *Standards* is enhanced when teaching and learning are planned at the same time as assessment.

Teachers consider how students will best be able to demonstrate what they know, understand and can do, and select the assessment instrument that fits the purpose. They identify the assessable elements that are valued in the KLA and how the evidence of student learning is to be collected.

Features of a good assessment program

A worthwhile assessment program:

- includes a range and balance of assessment instruments that are engaging and motivating
- ensures that the assessments provide evidence of student learning of the assessable elements for the KLA within a reporting period, e.g. semester
- ensures that coverage of the assessable elements is balanced
- allows for the collection of evidence of student learning over time
- is used to provide feedback to students and teachers about learning.

It is important to ensure there is a range and balance of assessment instruments and assessable elements across all KLAs and year levels. Recording and auditing planned assessment as part of a curriculum/assessment program or plan is an effective strategy to achieve this.

Developing school-based assessment

Teachers can use the following broad processes to develop assessment:

- Identify curriculum using the *Essential Learnings*.
- Select Ways of working, Knowledge and understanding and assessable elements within the KLA that are to be the focus of assessment.
- Select the type of assessment instrument that will collect the required evidence.
- Develop the assessment instrument.
- Develop a *Guide to making judgments* (refer to the assessable elements and descriptors table for the KLA).

- As a basis for developing a *Guide to making judgments*:
  - select a format, e.g. checklist, matrix or continua, that best matches the purpose of the assessment
  - develop task-specific assessable elements that reflect the valued features of the assessment
  - develop task-specific descriptors of quality on an A–E scale for each element.

Table 7.1 provides examples of a range of possible assessment modes (practical, written, oral) and techniques. Teachers are encouraged to select the mode and technique that will provide opportunities for all students to best demonstrate what they know, understand and can do.

Table 7.1: Assessment modes and techniques

Practical	Written (or technologically assisted)	Oral
Performances including arts works, game play	Tests including short response, extended response and stimulus response	Speech
Movement sequences, created and performed	Reports including research investigations	Debate
Event staging	Project	Interview
Enterprise	Essay	Narration
Stall organisation	Assignment	Promotional talk
Film	Sketches and drawing	Structured discussion
Performance on camp	Poster	Guided tour facilitation
Documentary	Brochure	
Visual folios	Concept map	
Experimental design	Action plan	
Lesson	Log books	
Roleplay	Webpage design	
Multimedia presentation	Illustrated book	
Computer-generated presentation		
Peer tutoring	Multi-step plan	
Product design and construction	Itinerary	
Static display	Data presentation and analysis	
Field work	Marketing plan	
Music composition	Retrieval chart	
Experiment design	Campaign	
Set design and construction	Journal	
Observation	Storyboard	
	Promotional literature	
	Script	
	Choreography	

Task-specific assessable elements and descriptors

Teachers make judgments about how well a student has learned by focusing on the evidence in student work through the lens of the assessable elements. Teachers use task-specific assessable elements and descriptors to communicate the expectations of the assessment.

When the assessable elements for making judgments on a single assessment have been identified, teachers may develop task-specific assessable elements that more precisely describe what is required in student work.

For example, in a Year 7 Science unit called *Food webs* (Figure 7.1), one of the targeted assessable elements is *investigating*. Figure 7.1 shows the process of developing a task-specific assessable element. It clearly identifies the evidence expected in the student response. The task-specific descriptors identify the degree of quality expected for each A–E grade.

Figure 7.1: Process of developing task-specific assessable elements and descriptors of quality

1 Science KLA assessable element
Investigating

2 Assessment: *Food webs*
Task-specific assessable element: Draws conclusions about the effects and causes of changes

3 Task-specific descriptors

A
Insightful conclusions about the effects and causes of changes

C
Relevant conclusions about the effects and causes of changes
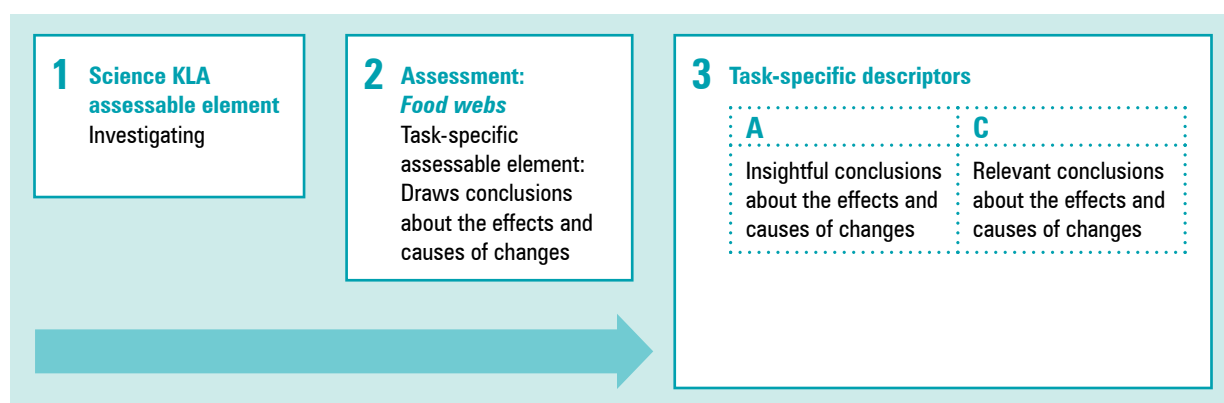
Task-specific assessable elements and descriptors help teachers build consistency in their judgments, and identify for students the expectations of standards and quality.

Table 7.2 offers a range of qualitative descriptors that teachers can use when developing task-specific descriptors.

Table 7.2: Descriptive words for features of quality for each grade

A	B	C	D	E
Comprehensive	Thorough	Satisfactory	Narrow	Rudimentary
Insightful	Thoughtful	Suitable	Variable	Minimal
Proficient	Logical	Competent	Disjointed	Unclear
Discerning	Coherent	Relevant	Superficial	Cursory
Well-reasoned	Effective	Credible		Vague
Clear	Logical	Sound		
Perceptive	Purposeful	Appropriate		
Controlled	Informed	Functional		
Skilful	Proficient			
Accurate				
Significant				
Well-justified				

Developing a *Guide to making judgments*

The *Guide to making judgments* gives teachers:

- a tool for making a standards-based judgment
- a focal point for discussing student responses
- a tool to help provide feedback to students.

When developing a *Guide to making judgments* for an individual assessment instrument, teachers select the format that best suits the purpose of the assessment and that enables effective and consistent judgments to be made. A *Guide to making judgments* can be prepared in a variety of forms including matrix, checklist and continua.

For full page views of *Guide to making judgments* documents, please see Appendixes 13–15.

The *Guide to making judgments*:

- specifies the task-specific assessable elements and descriptors — the relationship between the task-specific descriptors and student responses 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 should be judged using the descriptors derived from the *Standards*

- increases the likelihood of students communicating confidently about their achievement with teachers and parents/carers, and asking relevant questions about their own progress

- 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

- provides a basis for conversation among teachers, students and parents/carers about the quality of student work

- encourages communication with students and parents/carers regarding curriculum expectations and related standards.

Figure 7.2 explains the features of a *Guide to making judgments*. The example provided is of a continua model.
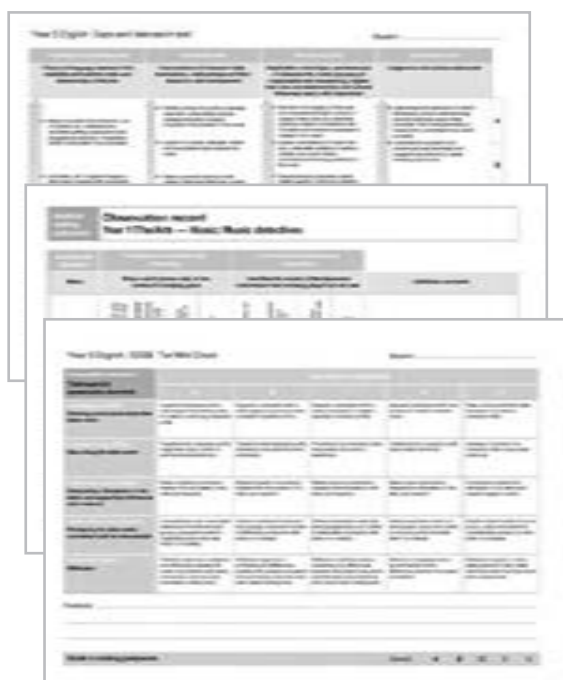
Figure 7.2: Explanation of the Guide to making judgments

1. *Guide to making judgments*

A recording device which informs teachers, students and parents/carers about what is valued in students' demonstrations of learning.

The process of making a judgment begins with looking for a match between the evidence in the student's work and the task-specific descriptors of quality for each assessable element.

Making judgments

A judgment is recorded on each continuum.

To make judgments:

• match evidence in a student response to a task-specific descriptor — look for the best match between the student response and the task-specific descriptors

• make an on-balance judgment about the quality of student achievement.

2. Assessable elements

The valued features of the KLA being assessed.

3. Task-specific assessable elements

These identify significant and discrete aspects of the assessable element that are valued in the assessment.

They identify what to look for in student work.

4. Task-specific descriptors

Statements that convey expected qualities evident in student responses.

The qualities are derived from the expectations of the *Standards*.

5. Signposting the discernible differences

A descriptor will signpost the discernible differences in the quality of student performance as it appears along the A–E continuum.

6. Continuum

Graduated shading from E–A suggests the improving qualities expected in the task-specific assessable elements.

7. Overall grade

An overall on-balance judgment across all the assessable elements is recorded as a single letter grade.

The judgment is made in the context of the strength of the contribution of each assessable element to the purpose of the assessment.

Using and providing feedback

Assessment alone will not contribute significantly to improved learning. It is what teachers and students do with the assessment information that makes the difference. Providing quality and useful feedback is a crucial step in using assessment information to support future learning. The goal of feedback is to inspire students to become better learners through encouraging independent learning and providing the necessary motivation for them to improve.

Assessment feedback goes beyond a simple mark or grade. Comments on the strengths of students' achievements, and on areas for improvement, provide quality feedback within an assessment for learning approach. Assessment feedback is most helpful if the specific elements of the knowledge and skills are identified and specific suggestions are provided. The assessable elements with task-specific descriptors provide for such opportunities.

Quality feedback to students on an assessment:

- focuses on their achievement in relation to the assessable elements
- identifies areas for improvement
- identifies possible approaches for improvement.

Feedback should come from a range of sources and be presented in a variety of forms. Some feedback sources are described below.

- Teachers can ask questions or make comments that help students reflect on their learning. Dinham (2008, p. 22) proposes key questions that learners need answered:
  1. What can I do?
  2. What can't I do?
  3. How can I do better?
- Students should have opportunities to record their own progress and monitor their own learning.
- Peers can be encouraged to comment on classmates' work using feedback frameworks and questionnaires.

Key messages

- Assessment instruments need to be considered at the same time as planning teaching and learning.

- Worthwhile assessment programs include a range and balance of assessment instruments across KLAs and year levels.

- The *Guide to making judgments* clarifies for teachers, students and parents/carers the features of quality expected in student responses.

- Quality feedback helps improve student learning.

Appendixes

Capabilities

The term "capabilities" describes psychosocial abilities that support students to mobilise resources in particular contexts. These capabilities include a range of performative, interactive and problem-solving knowledge and skills that enable students to draw on, organise and apply their knowledge and understandings. These capabilities are embedded across the set of the *Essential Learnings*.

Category	Capabilities	Developed through
Working with knowledge	Interactively using a range of thinking strategies and skills in critical and creative ways	• Acquiring and transforming knowledge through analysis, inquiry, problem-solving, decision-making and concept development • Planning, enacting, monitoring and adjusting their own learning • Making and assessing arguments with regard to the accuracy, validity and/or worth of any position or source • Generating ideas and new/insightful meanings and relationships
	Using the tools of language, symbols, technologies and texts interactively to communicate ideas and information	• Understanding the nature of the tools and their potential • Controlling and exploiting a variety of representational forms • Constructing meanings through exchanges in a variety of interpersonal contexts • Taking into account interactions with other people in social environments in evaluating and justifying positions
	Interacting critically with sociocultural environments	• Engaging with and reflecting on social and cultural meanings in personal experiences and knowledge • Examining and reflecting on beliefs, practices and values • Engaging with cultural diversity and dominant and non-dominant cultural perspectives • Evaluating changes in beliefs, practices and values from historical and economic perspectives
Developing identity and managing self	Working with others	• Acting collaboratively • Negotiating and resolving conflicts across a range of contexts • Presenting ideas and information and actively listening to others • Responding to diversity and difference by supporting the rights and feelings of others
	Acting within a social context	• Acting individually and collectively in ways that enhance the values of fairness and care • Making judgments about personal actions, behaviours and lifestyles with consideration for the consequences to others • Expressing the contexts and reasons for their actions and behaviours with reference to personal and social values, attitudes and beliefs • Examining and reflecting on how rights, responsibilities, duties and obligations in society impact on behaviours and actions
	Managing the personal self	• Exercising respect, thoughtfulness, and responsibility for others in their actions • Setting and monitoring goals, managing emotions, change and stress • Appropriately expressing and sharing their emotions and actions • Critically reviewing assumptions and actions in the light of social and cultural experiences and knowledge

Category	Capabilities	Developed through
Acting in the social and political world	Working with communities	• Networking with various stakeholders • Operating and brokering across issues, interests, agreements and disagreements of various stakeholders • Facilitating opportunities for diverse and different groups' interests and needs to be recognised in decision-making processes • Dealing with the ideas and information of various stakeholders in a trustworthy and fair manner and effectively representing their position
	Acting in the wider world	• Acting in informed ways to achieve socially just change • Evaluating community, economic and political institutions with reference to achieving the common good • Representing a variety of positions on the current, possible and desirable ways of creating communities in the nation state • Critically engaging with how the roles and actions of citizens are promoted or limited through the rights, responsibilities, duties and obligations of society
	Managing rights, responsibilities and duties of citizenship	• Understanding, participating and shaping community, economic and political life • Engaging with a range of cultural and institutional texts of varying types in order to take up their rights, responsibilities and duties as a citizen • Expressing a position and constructing arguments that contribute to the public dialogue • Critically reviewing understandings of citizenship in light of the range of cultures and customs that characterise Australia

Ways of working

By the end of Year 3

English

Students are able to:

- identify audience, purpose and text type
- identify main ideas and the sequence of events, and make simple inferences
- recognise and select vocabulary to describe subject matter
- interpret how people, characters, places, events and things have been represented
- construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose
- make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts
- reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways
- reflect on learning to identify new understandings.

Mathematics

Students are able to:

- identify mathematics in everyday situations
- pose basic mathematical questions and identify simple strategies to investigate solutions
- plan activities and investigations to explore mathematical concepts, questions, issues and problems in familiar situations
- use everyday and mathematical language, mental computations, representations and technology to generate solutions and check for reasonableness of the solution
- make statements and decisions based on interpretations of mathematical concepts in familiar everyday situations
- evaluate their own thinking and reasoning, giving consideration to how mathematical ideas have been applied
- communicate thinking and reasoning, using everyday and mathematical language, concrete materials, visual representations, and technologies
- reflect on and identify the contribution of mathematics to everyday situations
- reflect on learning to identify new understandings.

Health & Physical Education

Students are able to:

- pose questions and plan simple activities and investigations
- identify and collect information and evidence
- draw conclusions and make decisions
- propose and take action to promote health and wellbeing, movement capacities and personal development
- apply fundamental movement skills when participating in physical activities
- create and sequence simple movement patterns in response to stimuli
- apply personal development skills when interacting with others
- follow guidelines to apply safe practices
- reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings.

The Arts

Students are able to:

- select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages
- create and shape arts works by combining arts elements to express personal ideas, feelings and experiences
- practise arts works, using interpretive and technical skills
- present arts works to familiar audiences, using arts techniques, skills and processes
- follow guidelines to apply safe practices
- respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages
- reflect on learning to identify new understandings.

Science

Students are able to:

- pose questions and make predictions
- plan activities and simple investigations, and identify elements of a fair test
- identify and collect data, information and evidence
- make judgments about the usefulness of the data, information and evidence
- use identified tools, technologies and materials
- draw conclusions and give explanations, using data, information and evidence
- communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations
- follow guidelines to apply safe practices
- reflect on and identify other points of view relating to science in everyday situations
- reflect on learning to identify new understandings.

Studies of Society & Environment

Students are able to:

- pose questions for investigations
- plan simple investigations based on questions
- identify and collect information and evidence from narratives and familiar sources
- make judgments about the usefulness of the information and evidence
- draw conclusions and give explanations, using information and evidence
- communicate social and environmental ideas, using texts and terminology to match audience and purpose
- share ideas, and plan and enact responses to group or community issues
- participate in group decision making to achieve goals
- reflect on and identify values associated with fairness, protecting the environment and behaving peacefully
- reflect on learning to identify new understandings.

Technology

Students are able to:

- identify the purpose for design ideas
- generate simple ideas for designs
- communicate major features of their designs, using 2D or 3D visual representations and words
- select resources, simple techniques and tools to make products
- plan and sequence main steps in production procedures
- make products by following production procedures to manipulate and process resources
- follow guidelines to apply safe practices
- evaluate products and processes by identifying what worked well, what did not and ways to improve
- reflect on the uses of technology and describe the impact in everyday situations
- reflect on learning to identify new understandings.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 10.

Appendix 3

Ways of working

By the end of Year 5

English

Students are able to:

- identify the relationship between audience, purpose and text type
- identify main ideas and the sequence of events, and make inferences
- recognise and select vocabulary and distinguish between literal and figurative language
- interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded
- construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose
- make judgments and justify opinions using information and ideas from texts, and recognise aspects that contribute to enjoyment and appreciation
- reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways
- reflect on learning to identify new understandings and future applications.

Mathematics

Students are able to:

- identify mathematics in everyday situations
- pose basic mathematical questions and identify simple strategies to investigate solutions
- plan activities and investigations to explore mathematical concepts, questions, issues and problems in familiar situations
- use everyday and mathematical language, mental computations, representations and technology to generate solutions and check for reasonableness of the solution
- make statements and decisions based on interpretations of mathematical concepts in familiar everyday situations
- evaluate their own thinking and reasoning, giving consideration to how mathematical ideas have been applied
- communicate thinking and reasoning, using everyday and mathematical language, concrete materials, visual representations, and technologies
- reflect on and identify the contribution of mathematics to everyday situations
- reflect on learning to identify new understandings.

Health & Physical Education

Students are able to:

- pose and refine questions or issues, and plan activities
- collect, organise and evaluate information and evidence
- draw conclusions and make decisions by identifying connections
- propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development
- apply fundamental and simple specialised movement skills when participating in physical activities
- create and perform movement sequences by selecting and combining movement skills
- apply personal development skills and strategies in team and group situations
- identify and apply safe practices
- reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings and future applications.

The Arts

Students are able to:

- select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages
- create and shape arts works by organising arts elements to express personal and community values, beliefs and observations
- rehearse and rework arts works, using interpretive and technical skills
- present arts works to informal and formal audiences, using arts techniques, skills and processes
- identify and apply safe practices
- respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages
- reflect on learning to identify new understandings and future applications.

Science

Students are able to:

- pose and refine simple questions, and make predictions to be tested
- plan activities and investigations, identifying and using elements of a fair test
- collect and organise data, information and evidence
- evaluate information and evidence to support data gathered from activities and investigations
- select and use tools, technologies and materials suited to the activities and investigations
- draw conclusions that are supported by evidence, reproducible data and established scientific concepts
- communicate scientific ideas, data and findings, using scientific terminology and formats appropriate to context and purpose
- identify and apply safe practices
- reflect on and identify different points of view and consider other people's values relating to science
- reflect on learning to identify new understandings and future applications.

Studies of Society & Environment

Students are able to:

- pose and refine questions for investigations
- plan investigations based on questions and inquiry models
- collect and organise information and evidence
- evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions
- draw and justify conclusions based on information and evidence
- communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose
- share opinions, identify possibilities and propose actions to respond to findings
- apply strategies to influence decisions or behaviours and to contribute to groups
- reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace
- reflect on learning to identify new understandings and future applications.

Technology

Students are able to:

- identify and analyse the purpose and context for design ideas
- generate design ideas that match requirements
- communicate the details of their designs using 2D or 3D visual representations
- select resources, techniques and tools to make products
- plan production procedures by identifying and sequencing steps
- make products to match design ideas by manipulating and processing resources
- identify and apply safe practices
- evaluate products and processes to identify strengths, limitations, effectiveness and improvements
- reflect on and identify the impacts of products and processes on people and their communities
- reflect on learning to identify new understandings and future applications.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 10.

Ways of working

By the end of Year 7

English

Students are able to:

- identify and demonstrate the relationship between audience, subject matter, purpose and text type
- identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts
- recognise and select vocabulary and interpret the effect of literal and figurative language
- interpret and identify that readers/viewers/listeners are positioned by aspects of texts
- construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language
- construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence
- make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation
- reflect on and compare how the language choices made across texts include and exclude certain groups and individuals
- reflect on learning, apply new understandings and identify future applications.

Mathematics

Students are able to:

- analyse situations to identify mathematical concepts and the relationships between key features and conditions necessary to generate solutions
- pose questions that draw on familiar examples to clarify thinking and support predictions
- plan activities and investigations to explore concepts through selected pathways, and plan strategies to solve mathematical questions, problems and issues
- select and use suitable mental and written computations, estimations, representations and technologies to generate solutions and to check for reasonableness
- develop arguments to justify predictions, inferences, decisions and generalisations from solutions
- evaluate thinking and reasoning, to determine whether mathematical ideas, strategies and procedures have been applied effectively
- communicate thinking and justify reasoning and generalisations, using mathematical language, representations and technologies
- reflect on and identify the contribution of mathematics to their life
- reflect on learning, apply new understandings and identify future applications.

Health & Physical Education

Students are able to:

- identify issues and plan investigations and activities
- collect, analyse and evaluate information and evidence
- draw conclusions and make decisions supported by information and evidence
- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development
- apply movement concepts and make purposeful refinements to movement skills
- create and perform movement sequences through modifying and combining movement skills and applying movement concepts
- identify risks and justify and apply safe practices
- select and demonstrate appropriate personal development skills and strategies in team and group situations
- reflect on and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, including the best use of positive influences
- reflect on learning, apply new understandings and identify future applications.

The Arts

Students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

Science

Students are able to:

- identify problems and issues, and formulate testable scientific questions
- plan investigations, including identifying conditions for a fair comparison, variables to be changed and variables to be measured
- collect and analyse first- and second-hand data, information and evidence
- evaluate information and evidence and identify and analyse errors in data
- select and use scientific tools and technologies suited to the investigation
- draw conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts
- communicate scientific ideas, data and evidence, using scientific terminology suited to the context and purpose
- identify, apply and justify safe practices
- reflect on different points of view, and recognise and clarify people's values relating to the applications and impacts of science
- reflect on learning, apply new understandings and identify future applications.

Studies of Society & Environment

Students are able to:

- identify issues and use common and own focus questions
- plan investigations using inquiry models
- collect and analyse information and evidence from primary and secondary sources
- evaluate sources of information and evidence for relevance, reliability, origins and perspective
- draw conclusions and make decisions based on information and evidence by identifying patterns and connections
- communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts
- respond to investigation findings and conclusions by planning and implementing actions
- apply strategies to contribute effectively to representative groups and to participate in civic activities
- reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and identify future applications.

Technology

Students are able to:

- investigate and analyse the purpose, context, specifications and constraints for design ideas
- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints
- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans
- select resources, techniques and tools to make products that meet specifications
- plan and manage production procedures and modify as necessary
- make products to meet specifications by manipulating and processing resources
- identify risks and justify and apply safe practices
- evaluate the suitability of products and processes for the purpose and context, and recommend improvements
- reflect on and identify the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and identify future applications.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 10.

Ways of working

By the end of Year 9

English

Students are able to:

- demonstrate and analyse the relationship between audience, subject matter, purpose and text type
- identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts
- recognise and select vocabulary and interpret and apply literal and figurative language
- interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners
- construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view
- construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts
- make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation
- reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information
- reflect on learning, apply new understandings and justify future applications.

Mathematics

Students are able to:

- analyse situations to identify the key mathematical features and conditions, strategies and procedures that may be relevant in the generation of a solution
- pose and refine questions to confirm or alter thinking and develop hypotheses and predictions
- plan and conduct activities and investigations, using valid strategies and procedures to solve problems
- select and use mental and written computations, estimations, representations and technologies to generate solutions and to check for reasonableness of the solution
- use mathematical interpretations and conclusions to generalise reasoning and make inferences
- evaluate their own thinking and reasoning, considering their application of mathematical ideas, the efficiency of their procedures and opportunities to transfer results into new learning
- communicate thinking, and justify and evaluate reasoning and generalisations, using mathematical language, representations and technologies
- reflect on and identify the contribution of mathematics to their own and other people's lives
- reflect on learning, apply new understandings and justify future applications.

Health & Physical Education

Students are able to:

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training
- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications.

The Arts

Students are able to:

- make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works
- create and shape arts works by manipulating arts elements to express meaning in different contexts
- modify and refine genre-specific arts works, using interpretive and technical skills
- present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols
- identify risks and devise and apply safe practices
- respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages
- reflect on learning, apply new understandings and justify future applications.

Science

Students are able to:

- identify problems and issues, formulate scientific questions and design investigations
- plan investigations guided by scientific concepts and design and carry out fair tests
- research and analyse data, information and evidence
- evaluate data, information and evidence to identify connections, construct arguments and link results to theory
- select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations
- conduct and apply safety audits and identify and manage risks
- draw conclusions that summarise and explain patterns, and that are consistent with the data and respond to the question
- communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats
- reflect on different perspectives and evaluate the influence of people's values and culture on the applications of science
- reflect on learning, apply new understandings and justify future applications.

Studies of Society & Environment

Students are able to:

- identify a research focus from broad topics and design focus questions and sub-questions
- plan investigations, using discipline-specific inquiry models and processes
- research and analyse data, information and evidence from primary and secondary sources
- evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective
- draw conclusions and make decisions supported by interpretations of data, information and evidence
- communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts
- respond to local and global issues by taking action in planned and enterprising ways
- apply strategies for making group decisions and for taking informed social and environmental action
- reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and justify future applications.

Technology

Students are able to:

- investigate and analyse specifications, standards and constraints in the development of design ideas
- consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products
- generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals
- select resources, techniques and tools to make products that meet detailed specifications
- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by manipulating or processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on and analyse the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and justify future applications.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 10.

Knowledge and understanding
Conceptual statements
By the end of Year 3

English

Speaking and listening
Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.

Reading and viewing
Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.

Writing and designing
Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.

Language elements
Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.

Literary and non-literary texts
Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.

Mathematics

Number
Whole numbers, simple fractions and the four operations are used to solve problems.

Algebra
Relationships between objects or numbers can be described using patterns and simple rules.

Measurement
Unique attributes of shapes, objects and time can be identified and described using standard and non-standard units.

Chance and data
Chance events can be explored using predictions and statements. Data can be collected, organised and explored.

Space
Geometric properties can be used to describe, sort and explore 2D shapes and 3D objects. Maps and plans provide information about an environment.

Health & Physical Education

Health
Health is multidimensional and influenced by everyday actions and environments.

Physical activity
Fundamental movement skills are foundations of physical activity.

Personal development
Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

The Arts

Dance
Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.

Drama
Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

Media
Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.

Music
Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.

Visual Art
Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

Science

Science as a human endeavour
Science is a part of everyday activities and experiences.

Earth and beyond
Changes in the observable environment influence life.

Energy and change
Energy can be used for different purposes.

Life and living
Needs, features and functions of living things are related and change over time.

Natural and processed materials
Materials have different properties and undergo different changes.

Studies of Society & Environment

Time, continuity and change
Changes and continuities are identified through events, people's contributions and the stories of local communities.

Place and space
Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

Culture and identity
Local communities have different groups with shared values and common interests.

Political and economic systems
Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.

Technology

Technology as a human endeavour
Technology is part of our everyday lives and activities.

Information, materials and systems
Resources are used to make products for particular purposes and contexts.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 11.

Cross curriculum priority

Information & Communication Technologies

Inquiring with ICTs

Creating with ICTs

Communicating with ICTs

Ethics, issues and ICTs

Operating ICTs

Knowledge and understanding
Conceptual statements
By the end of Year 5

English

Speaking and listening
Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.

Reading and viewing
Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.

Writing and designing
Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.

Language elements
Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.

Literary and non-literary texts
Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.

Mathematics

Number
Whole numbers, simple and decimal fractions and a range of strategies are used to solve problems.

Algebra
Patterns and relationships can be identified, described and applied with the conventions of the four operations.

Measurement
Length, area, volume, mass, time and angles can be estimated, measured and ordered, using standard and non-standard units of measure.

Chance and data
Chance events have a range of possible outcomes that can be described using predictions. Data can be collected to support or adjust predictions.

Space
Geometric features are used to group shapes and guide the accuracy of representation of 2D shapes and 3D objects. Mapping conventions apply to the structure and use of maps and plans.

Health & Physical Education

Health
Health is multidimensional and influenced by individual and group actions and environments.

Physical activity
Fundamental and simple specialised movement skills are elements of physical activity.

Personal development
Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.

The Arts

Dance
Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.

Drama
Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.

Media
Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.

Music
Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.

Visual Art
Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.

Science

Science as a human endeavour
Science relates to students' own experiences and activities in the community.

Earth and beyond
Changes and patterns in different environments and space have scientific explanations.

Energy and change
Actions of forces, and forms and uses of energy, are evident in the everyday world.

Life and living
Living things have features that determine their interactions with the environment.

Natural and processed materials
Properties, changes and uses of materials are related.

Studies of Society & Environment

Time, continuity and change
Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.

Place and space
Environments are defined and changed by interactions between people and places.

Culture and identity
Communities contain cultures and groups that contribute to diversity and influence cohesion.

Political and economic systems
Communities have developed decision-making systems that include principles and values formed over time.

Technology

Technology as a human endeavour
Technology influences and impacts on people, their communities and environments.

Information, materials and systems
The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 11.

Cross curriculum priority

Information & Communication Technologies

Inquiring with ICTs

Creating with ICTs

Communicating with ICTs

Ethics, issues and ICTs

Operating ICTs

Knowledge and understanding
Conceptual statements
By the end of Year 7

English

Speaking and listening
Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.

Reading and viewing
Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.

Writing and designing
Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.

Language elements
Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.

Literary and non-literary texts
Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.

Mathematics

Number
Numbers, key percentages, common and decimal fractions and a range of strategies are used to generate and solve problems.

Algebra
Algebraic expressions and equations can be applied to describe equivalence and solve problems.

Measurement
Relationships between units of measure and the attributes of length, area, volume, mass, time and angles are used to calculate measures that may contain some error.

Chance and data
Probability of events can be calculated from experimental data. Data can be summarised and represented to support inferences and conclusions.

Space
Geometric conventions can be used to classify, represent and manipulate geometric shapes. Mapping conventions can be applied in the construction and use of maps and plans.

Health & Physical Education

Health
Health is multidimensional and influenced by individual, group and community actions, and environments.

Physical activity
Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.

Personal development
Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

The Arts

Dance
Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.

Drama
Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.

Media
Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.

Music
Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.

Visual Art
Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.

Science

Science as a human endeavour
Science impacts on people, their environment and their communities.

Earth and beyond
Interactions and changes in physical systems and environments can be explained and predicted.

Energy and change
Forces and energy can be identified and analysed to provide explanations that benefit community lifestyles and decision making.

Life and living
Living things have structures that enable them to survive and reproduce.

Natural and processed materials
Properties, changes and uses of substances and mixtures are related to their particular composition.

Studies of Society & Environment

Time, continuity and change
Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

Place and space
Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

Culture and identity
Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

Political and economic systems
Societies and economies have systems and institutions based on principles and values.

Technology

Technology as a human endeavour
Technology influences and impacts on people, their communities and environments.

Information, materials and systems
The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 11.

Information & Communication Technologies

Cross curriculum priority

Inquiring with ICTs

Creating with ICTs

Communicating with ICTs

Ethics, issues and ICTs

Operating ICTs

Knowledge and understanding
Conceptual statements
By the end of Year 9

English

Speaking and listening
Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across local, national and global contexts.

Reading and viewing
Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts

Writing and designing
Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.

Language elements
Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.

Literary and non-literary texts
Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.

Mathematics

Number
Number properties and operations and a range of strategies can be applied when working with integers and rational numbers.

Algebra
Variables, algebraic expressions and equations, relationships and functions can be described, represented and interpreted.

Measurement
Units of measure, instruments, formulas and strategies can be used to estimate and calculate measurement and consider reasonable error.

Chance and data
Judgments can be based on theoretical or experimental probability. Data can be displayed in various ways and analysed to make inferences and generalisations.

Space
Geometric conventions can be used to describe, represent, construct and manipulate a range of complex geometric shapes. Mapping conventions can be used to represent location, distance and orientation in maps and plans.

Health & Physical Education

Health
Health is multidimensional and dynamic, and influenced by actions and environments.

Physical activity
Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.

Personal development
Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

The Arts

Dance
Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences.

Drama
Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.

Media
Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.

Music
Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.

Visual Art
Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.

Science

Science as a human endeavour
Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.

Earth and beyond
Events on earth and in space are explained using scientific theories and ideas, including the geological and environmental history of the earth and the universe.

Energy and change
Forces and energy are identified and analysed to help understand and develop technologies, and to make predictions about events in the world.

Life and living
Organisms interact with their environment in order to survive and reproduce.

Natural and processed materials
The properties of materials are determined by their structure and their interaction with other materials.

Studies of Society & Environment

Time, continuity and change
Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.

Place and space
Environments are defined by spatial patterns, human and physical interactions, and sustainable practices can balance human activity and environmental processes.

Culture and identity
Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.

Political and economic systems
Societies consist of interconnected decision-making systems, institutions and processes based on principles and values.

Technology

Technology as a human endeavour
Technology influences and impacts on people, their communities and environments in local and global contexts.

Information, materials and systems
Resources originate from different sources, exist in various forms and are manipulated to meet specifications and standards to make products.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see Appendix 11.

Information & Communication Technologies

Cross curriculum priority

Inquiring with ICTs

Creating with ICTs

Communicating with ICTs

Ethics, issues and ICTs

Operating ICTs

Ways of working
Languages

Beginner

Students are able to:

- identify the purpose or main topic in simple spoken and written texts, using visual and verbal language
- respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material
- identify and use non-verbal communication strategies in familiar contexts
- construct simple spoken and written texts in familiar contexts
- notice and compare aspects of the target language and English and/or other familiar languages
- notice and compare aspects of their own cultures and of the target cultures
- reflect on and evaluate the suitability of language choices in familiar contexts
- reflect on learning to identify new understandings and future applications.

Elementary

Students are able to:

- interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used
- interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences
- recognise and use appropriate verbal and non-verbal language to support the development of communicative competence
- select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback
- construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register
- notice and compare similarities and differences between the target language and English and/or other familiar languages
- notice and compare their own beliefs, attitudes and practices and those reflected in the target culture
- reflect on and evaluate the suitability of language choices for purpose, context and audience
- reflect on learning, apply new understandings and identify future applications.

Lower intermediate

Students are able to:

- interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented
- locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age
- plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience
- construct spoken and written texts that present an argument, perspective or opinion
- recognise that texts are culturally constructed, and analyse embedded cultural information
- notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication
- notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience
- reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience
- reflect on and evaluate learning to evaluate and apply new understandings and future applications.

Appendix 11

Knowledge and understanding
Conceptual statements — Languages

Beginner

Comprehending and composing in the target language
Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.

Intercultural competency and language awareness
Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.

Elementary

Comprehending and composing in the target language
Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.

Intercultural competency and language awareness
Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.

Lower intermediate

Comprehending and composing in the target language
Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.

Intercultural competency and language awareness
Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.

Appendix 12

Assessable elements

English	Mathematics	Science	Studies of Society & Environment	Health & Physical Education	The Arts	Technology	Languages
Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding
Interpreting texts	Thinking and reasoning	Investigating	Investigating	Investigating	Creating	Investigating and designing	Comprehending texts
Constructing texts	Communicating	Communicating	Communicating	Planning	Presenting	Producing	Composing texts
Appreciating texts			Participating	Implementing and applying	Responding	Evaluating	Intercultural competence
Reflecting	Reflecting	Reflecting	Reflecting	Reflecting	Reflecting	Reflecting	Reflecting

Appendix 13

Guide to making judgments — Matrix

Year 5 English SOSE: Ten Mile Creek.
Student: ....

Purpose: To analyse a letter from Australia's past making inferences and reflecting on the writer and time period.

Assessable elements	Task-specific descriptors				
Task-specific assessable elements	A	B	C	D	E
Investigating (SOSE) — Drawing conclusions about the letter writer					
Communicating (SOSE) — Describing the letter writer					
Interpreting texts (English) — Interpreting information in the letter and supporting inferences with evidence					
Constructing texts (English) — Portraying the letter writer consistent with the time period					
Reflecting (English) — Reflection					

Feedback ....

Guide to making judgments ....

Year 9 English: Gaps and silences in text

Purpose: To expand or add a section to fill in gaps and silences in a novel

Appendix 15

Guide to making judgments — Observation record

Guide to making judgments

Observation record
Year 1 The Arts — Music: Music detectives

Assessable elements	Knowledge and understanding — Responding	Knowledge and understanding — Presenting	Additional comments
Name	Identifies the sounds of the classroom instruments that are being played but not seen	Sings a short phrase solo in the context of a singing game	

Responding — Identifies the sounds of the classroom instruments that are being played but not seen:
- Applying
- Making connections
- Developing
- Exploring: May identify an evaluate with prompting

Presenting — Sings a short phrase solo in the context of a singing game:
- Applying
- Making connections
- Developing
- Exploring: Sings the melody

Appendix 16

Participating schools

The following schools have participated in the QCAR Framework trial and consultations. The QCAR project team sincerely thanks them for their contributions to the development and refinement of QCAR products and services.

Partner schools

All Hallows School
Arundel State School
Bellevue Park State School
Biloela State High School
Buddina State School
Bundaberg South State School
Burnett Heads State School
Chancellor State College
Clover Hill State School
Dalby South State School
Dalby State High School

Forest Lake State High School
Gladstone South State School
Guardian Angels Catholic Primary School
Kawana Waters State College
Mudgeeraba Special School
Our Lady of the Angels School
Pine Rivers Special School
Robina State High School
Southport State High School
Spinifex State College (Junior Campus)
St John's Lutheran Primary School

St Joseph's Catholic Primary School
St Joseph's School
St Mary's Catholic College
St Peters Lutheran College
Stanthorpe State Primary School
Toowoomba State High School
Townsville West State School
Townview State School
Tullawong State High School
Upper Coomera State College

Trial schools

All Saints Anglican School
Applethorpe State School
Aquinas College
Ashmore State School
Ballandean State School
Beaconsfield State School
Beenleigh State School
Benowa State High School
Benowa State School
Berrinba East State School
Bollon State School
Bowen State High School
Bowen State School
Brigidine College
Broadbeach State School
Burdekin Catholic High School
Burleigh Heads State School
Burrowes State School
Byfield State School
Cairns West State School
Canterbury College
Capricornia School of Dist Ed
Carbrook State School
Chatswood Hills State School
Chinchilla State High School
Chinchilla State School
Clairvaux MacKillop College
Cooktown State School
Coolabunia State School
Coppabella State School
Crawford State School
Crestmead State School
Dalveen State School
Dirranbandi State School
Dows Creek State School
Dundula State School
Durong South State School
Dysart State School
Eagleby State School

Elanora State School
Emmanuel Catholic Primary School
Fairview Heights State School
Faith Lutheran College
Farnborough State School
Fitzgerald State School
Forest Lake College
Genesis Christian College
Gilroy Santa Maria College
Glen Aplin State School
Good Shepherd Catholic Community School
Good Shepherd Lutheran College
Harris Fields State School
Hillview State School
Holy Spirit College
Homebush State School
Iona College
Jambin State School
Kimberley Park State School
Kingaroy State High School
Kingaroy State School
Kingston College
Kumbia State School
Labrador State School
Laidley District State School
Lockhart River State School
Loganholme State School
Mackay Christian College
Mackay North State Primary School
Marsden State High School
Marsden State School
Marymount College (Secondary)
Merinda State School
Middlemount Community School
Mirani State High School
Moranbah East State School
Moranbah State School
Moreton Bay College
Mother of Good Counsel School

Mount Alvernia College
Mount Larcom State School
Mount Maria College
Mount Murchison State School
Mourilyan State School
Mudgeeraba Creek State School
Mudgeeraba State School
Murgon State School
Musgrave Hill State School
Northern Peninsula Area College
Our Lady of Mt Carmel School
Our Lady's College
Pacific Lutheran College
Proserpine State School
Prospect Creek State School
Queens Beach State School
Redeemer Lutheran College
Robina State School
San Sisto College
Sarina State School
Shailer Park State School
Slacks Creek State School
Southern Cross Catholic College
Springbrook State School
Springwood Central State School
Springwood Road State School
Springwood State High School
St Andrew's Catholic College
St Anne's School
St Anthony's Catholic College
St Clare's School
St Edmund's College
St George State High School
St George State School
St Hilda's School
St Joseph's School
St Laurence's College
St Mary's School
St Michael's College

St Paul's School
St Teresa's School
St Thomas More College
St Thomas More Primary School
St Ursula's College
Stanthorpe State High School
Surfers Paradise State School
Swayneville State School
Taabinga State School
Tagai State College — Yorke Island Campus
Tamborine Mountain State School
Taranganba State School

Texas State School
Thangool State School
Tingoora State School
Trinity Catholic College
Trinity Lutheran College
Tully State High School
Valkyrie State School
Varsity College
Victoria Park State School
Waterford West State School
Western Cape College
Westside Christian College

Whitfield State School
Whitsunday Anglican School
Windaroo State School
Windaroo Valley State High School
Woodridge North State School
Wooloowin State School
Wooroolin State School
Worongary State School
Yeppoon State High School
Yeppoon State School

Consultative schools

Abergowrie State School
Acacia Ridge State School
Aldridge State High School
Alexandra Hills State High School
Alexandra Hills State School
Algester State School
Alloway State School
Amberley State School
Amiens State School
Andergrove State School
Annandale State School
Ashwell State School
Aspley East State School
Aspley State School
Atherton State High School
Atherton State School
Auburn River State School
Ayr State High School
Balaclava State School
Bald Hills State School
Banksia Beach State School
Barcaldine State School
Bargara State School
Barkly Highway State School
Beenleigh Special School
Bethany Lutheran Primary School
Biggera Waters State School
Birkdale South State School
Bluewater State School
Bohlevale State School
Boonah State High School
Boonah State School
Bowenville State School
Bracken Ridge State High School
Bramble Bay Cluster
Brassall State School
Bray Park State High School
Bribie Island State School
Brigalow State School
Bucasia State School
Bullyard State School
Bundaberg East State School
Bundaberg Special School
Bundaberg State High School
Bungunya State School
Bunkers Hill State School
Burnside State School
Burra Burri State School
Cairns State High School
Caloundra Coalition of State Schools
Caloundra State High School

Caloundra State School
Capalaba State College (Junior)
Capella State High School
Capella State School
Cawarral State School
Cedar Creek State School
Centenary Heights State High School
Central Queensland Christian College
Charleville State High School
Charters Towers Central State School
Charters Towers School of Distance
   Education
Charters Towers State High School
Chelona State School
Chevallum State School
Childers State School
Christ the King School
Clare State School
Claremont Special School
Clarke Creek State School
Clayfield College
Clermont State School
Cleveland State School
Clifton State School
Collingwood Park State School
Concordia Primary School
Coningsby State School
Coolnwynpin State School
Coolum State High School
Coolum State School
Coopers Plains State School
Cooroora Secondary College
Coowonga State School
Crows Nest State School
Currimundi State School
Daintree State School
Darling Heights State School
Darra-Jindalee Catholic School
Dayboro State School
Dimbulah P–10 State School
Disability Services Support Unit
Djarragun College
Drayton State School
Edge Hill State School
Eimeo Road State School
Elliott Heads State School
Emu Park State School
Enoggera State School
Eton North State School
Eton State School
Eungella State School

Everton Park State High School
Everton Park State School
Farleigh State School
Finch Hatton State School
Flagstone State School
Flying Fish Point State School
Forrest Beach State School
Freshwater State School
Gabbinbar State School
Gargett State School
Gatton State School
Gin Gin State High School
Gin Gin State School
Gladstone State High School
Glenella State School
Glenvale State School
Golden Beach State School
Good Counsel College
Goodna State School
Goondi State School
Goondiwindi State High School
Gordonvale State School
Grace Lutheran College
Grace Lutheran Primary School
Grandchester State School
Granville State School
Greenlands State School
Gumlu State School
Gympie South State School
Haigslea State School
Halifax State School
Happy Valley State School
Harlaxton State School
Harrisville State School
Healy State School
Heatley State School
Helensvale State High School
Helidon State School
Hendra Secondary College
Herberton State School
Highfields State School
Hilliard State School
Hills International College
Homestead State School
Hopeland State School
Hopevale State School
Immanuel Lutheran College
Indooroopilly State High School
Ingham State High School
Ingham State School
Inglewood State School

Innisfail Inclusive Education Centre
Innisfail State High School
Ipswich Central State School
Ipswich East State School
Ipswich Grammar School
Irvinebank State School
James Nash State High School
Jandowae State School
Jarvisfield State School
Jimboomba State School
Jimbour State School
Kaimkillenbun State School
Kairi State School
Kalbar State School
Kalkie State School
Kawungan State School
Kelvin Grove State College
Kenilworth State Community College
Kenmore State High School
Keppel Sands State School
Kilcummin State School
Kindon State School
Kingston State School
Kioma State School
Kogan State School
Kruger State School
Kuraby Special School
Kuranda District State School
Kuranda State High School
Lakeland State School
Laura State School
LDC — Gladstone District Initiative
Leichhardt State School
Living Faith Lutheran Primary School
Lochington State School
Lowood State High School
Lucinda Point State School
Lundavra State School
Mabel Park State High School
MacGregor State High School
Mackay West State School
Macknade State School
Maidavale State School
Malanda State School
Marburg State School
Marian State School
Maroochydore State High School
Maroondan State School
Maryborough Central State School
Maryborough Special School
Maryborough State High School
Maryborough West State School
McDowall State School
McIlwraith State School
Mena Creek State School
Meridan State College
Middle Ridge State School
Millaroo State School
Millchester State School
Mirani State School
Moggill State School
Mooloolah State School
Moonie State School
Morayfield State High School
Morayfield State School
Moresby State School
Morningside State School
Mossman State School

Mount Archer State School
Mount Fox State School
Mount Isa Central State School
Mount Isa State Special School
Mount Marrow State School
Mount Ommaney Special School
Mount Perry State School
Mount St Bernard College
Mount Warren Park State School
Mundoo State School
Nanango State School
Nashville State School
Nebo State School
Nerimbera State School
Newtown State School
Noosa Pengari Steiner School
Noosaville State School
North Rockhampton State High School
Northern Beaches State High School
Nyanda State High School
Oakenden State School
Osborne State School
Our Lady of the Rosary School
Pallara State School
Palm Beach State School
Palmerston East State School
Palmwoods State School
Parramatta State School
Peak Crossing State School
Pentland State School
Pialba State Primary School
Pilton State School
Pine Rivers State High School
Pinnacle State School
Pittsworth State School
Pomona State School
Pozieres State School
Prince of Peace Lutheran School
Pullenvale State School
Raceview State School
Ramsay State School
Rangeville State School
Redbank Plains State School
Redbank State School
Redlands College
Richmond Hill State School
Roadvale State School
Rochedale State School
Rocklea State School
Rolleston State School
Rollingstone State School
Roma State College
Rosewood P–12 Education Community
Rosewood State School
Runcorn State High School
Salisbury State School
Sandgate State School
Seaforth State School
Severnlea State School
Silkwood State School
Somerset Hills State School
South Johnstone State School
Southport State School
Special Education Curriculum Cluster
   (SECC)
St Andrews Lutheran College
St Augustine's Marist Brothers College
St Francis Xavier School

St Joseph's Primary School
St Joseph's School
St Kevin's Catholic School
St Margaret's Anglican Girls School
St Mark's School
St Monica's College
St Stephen's College
Stafford Heights State School
Stafford State School
Stuartholme School
Sunbury State School
Sunnybank State School
Sunset State School
Sunshine Beach State High School
Sunshine Coast Grammar School
Sunshine Coast South Curriculum
   Coordinators Network
Taigum State School
Talara Primary College
Tallebudgera State School
Talwood State School
Tannum Sands State High School
Tara Shire State College
Thabeban State School
The Cathedral College
The Escarpment Cluster
The Summit State School
The Willows State School
Thulimbah State School
Tieri State School
Tinana State School
Tolga State School
Toowoomba East State School
Toowoomba South State School
Toowoomba State High School
Townsville State High School
Trebonne State School
Upper Barron State School
Urangan State High School
Vale View State School
Victoria Plantation State School
Vienna Woods State School
Walkamin State School
Walkerston State School
Walkervale State School
Wallangarra State School
Wallaville State School
Walloon State School
Warra State School
Warwick State High School
Watson Road State School
Weir State School
Wellcamp State School
Wellington Point State High School
Westmar State School
Wilsonton State School
Woodcrest College
Woodridge State High School
Woodstock State School
Woongarra State School
Woree State High School
Woree State School
Wyreema State School
Yelarbon State School
Yorkeys Knob State School
Yugumbir State School
Yungaburra State School
Zillmere State School

Glossary

Achievement: The extent to which a student has demonstrated knowledge, skills, values and attitudes as the result of the teaching/learning process.

Assessable element: The valued features of the KLA about which evidence of student learning is collected and assessed.

Assessment *(noun)*: The purposeful and systematic collection of evidence about students' achievements.

   . . . authentic: Involves students applying and using relevant knowledge and theoretical and practical skills to create a product or a response to a meaningful problem or issue.

   . . . continuous: The process of gathering evidence about students' achievements throughout a course of study.

   . . . diagnostic: Used to determine the nature of students' learning difficulties as a basis for providing appropriate feedback or intervention.

   . . . formative: Assessment that occurs during the teaching and learning process that provides feedback to students and teachers about the progress of student learning.

   . . . performance-based: Involves students demonstrating their skills and knowledge in response to a task-based assessment instrument.

   . . . school-based: Devised, administered and marked by teachers as part of the school curriculum.

   . . . standards-based/-referenced: Judges the quality of student performance with reference to pre-stated standards.

   . . . summative: Indicates the achievement status or standards achieved at particular points of schooling.

Assessment *(adjective)*

   . . . instrument: A tool or device for gathering information about student achievement.

   . . . item: A subset or part of an assessment instrument.

   . . . plan: A proposal, usually submitted by a school, that outlines the way/s that the school will collect evidence of student achievement in a selection of *Essential Learnings* (for school-devised Queensland Comparable Assessment Tasks (QCATs)).

   . . . task: A type of assessment instrument that involves students applying and using relevant knowledge and theoretical and practical skills to create a product or a response to a meaningful problem or issue.

   . . . technique: The method used to gather evidence about student achievement.

Comparability: The consistent application of standards across Queensland so that student performances of equivalent standards are recognised as such.

Consistency *(of teacher judgment)*: The common interpretation by teachers over time, at both an individual and collective level, of the match between the evidence in student work and the *Standards*.

Curriculum *(experienced)*: The sum of the learning and development experiences that are offered by a school, formally and informally, in class and out of class.

***Essential Learnings*:** Describe the Knowledge and understanding and Ways of working needed for ongoing learning, social and personal competence and participation in a democratic society. They identify what students should be taught and what is important for them to have opportunities to know and be able to do by the end of Years 3, 5, 7 and 9 in the key learning areas (KLAs).

Grade: A code representing the standard of student achievement.

Guide to making judgments: A recording device that informs teachers and students about what is valued in students' responses.

Indicative response: A model student response that is typical of a designated standard.

Key learning area (KLA): The eight broad areas into which the curriculum for Years 1–9 is organised (The Arts, English, Health & Physical Education, Languages, Mathematics, Science, Studies of Society & Environment, Technology).

Knowledge and understanding: Essential concepts, facts and procedures of the KLA.

Learning experience: The activities that teachers plan for students to achieve objectives/outcomes.

Moderation: A process that ensures teachers' judgments of standards achieved by students are comparable within and between schools.

   . . . *(internal)*: The procedures administered by a school to ensure that teachers' judgments about standards within an area of learning are comparable.

On-balance judgment: The decision as to the standard that is the best match to the student work.

Overall grade: Grade assigned to indicate the quality of student achievement based on an on-balance judgment.

Queensland Comparable Assessment Tasks (QCATs): Authentic, performance-based assessments designed to provide students in Years 4, 6 and 9 with the opportunity to demonstrate what they know, understand and can do in a selection of *Essential Learnings* in English, Mathematics and Science.

  . . .(centrally devised): Developed by the QSA, with common requirements and parameters, and marked according to a common *Guide to making judgments*.

  . . .(school-devised): Developed by schools in accordance with a design brief and an assessment plan.

Queensland Studies Authority (QSA): A statutory authority with responsibilities for curriculum, assessment and certification from Preparatory to Year 12.

Report: A summary statement (electronic or paper) that records the achievements of an individual or a group of students.

Special consideration: A variation of assessment conditions permitted for students with identified special needs.

Standard *(of achievement)***:** Describe the expected qualities of student work and provide a basis for judging how well students have demonstrated what they know, understand and can do.

Standards**:** Descriptions of the expected qualities of student work.

Task-specific assessable element: Significant and discrete aspects of the assessable elements that are identified for the purpose of making an assessment judgment.

Task-specific descriptors: The statements for each task-specific assessable element that convey the expected qualities of student responses at each standard.

Ways of working: Processes drawn from the KLA and including higher-order thinking skills.

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