

Standards – Information statement

What are Standards?

Standards 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.

Within the QCAR Framework, the Standards are arranged as a five-point scale and describe how well a student has demonstrated their learning based on a collection of evidence. They are the same for all key learning areas (KLAs) and junctures.

The Standards are achievement standards used to describe in broad terms the level of achievement that can be awarded to evidence of student learning. They are mid-range descriptors, describing the features of typical performance. Achievement standards describe:

- what students are expected to learn — expressed as the two dimensions used throughout the QCAR Framework: Knowledge and understanding (concepts, facts and procedures) and Ways of working (application of processes)
- how well students have achieved — expressed as the degrees of quality of the individual student's performance or achievement (very high, high, sound, limited and very limited) on these dimensions.

Why specify Standards?

Standards connect the Essential Learnings to assessment and reporting practices — they are integral to the alignment of curriculum, assessment and reporting.

Standards give teachers, parents and students a common language to describe the quality of student achievement at key points in schooling. They express what is valued within the education community as important for young people to know, understand and do.



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How are the Standards presented?

Queensland Curriculum Assessment and Reporting Framework

Standards

The following achievement standards can be applied across all key learning areas. Judgments about student achievement are based on a collection of evidence gathered over time.

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

When making judgments about achievement, teachers consider how the qualities of student work best match the achievement standards.

Knowledge and understanding dimension

Degree of quality

Ways of working dimension

Level of achievement

Process for making on-balance judgments

How will the Standards be used?

The Essential Learnings make explicit to teachers what to teach. Standards indicate how well a student has achieved by matching a degree of quality, in specified dimensions, across a range of work.

Teachers make judgments about student achievement by matching evidence in student work to the Standards. Teachers use the Knowledge and understanding and Ways of working dimensions together when making these judgments. Both dimensions are important for a balanced teaching, learning and assessment program.

Teachers can use the Standards to make clear to students what they need to achieve. Students need feedback on their work and Standards can be used by teachers as a consistent reference to support this process. This assists students to identify their strengths and weaknesses, and plan for improvements in their learning.

The Standards can be used to represent a summative judgment on a range of assessments gathered during a reporting period (e.g. throughout a term or a semester).

The best way for teachers to make more consistent judgments is to discuss and critique student work against Standards. Over time, teachers will develop common interpretations of the qualities associated with the Standards by sharing how they apply them to student work. By using the Queensland Comparable Assessment Tasks (QCATs) and assessments from the Assessment Bank, teachers will have access to annotated student responses that demonstrate how the Standards look in student work. This will develop teachers' common interpretation of the Standards. Queensland already has processes for building consistent judgments through the Year 2 Diagnostic Net and in Years 11 and 12. Schools can build upon these experiences to develop a common application of the Standards.

Parents want to know that the judgments that are made in one school are similar to those made in other schools in the state. Teachers can use the Standards as a summary to report to parents using the five levels of achievement (A–E) twice-yearly.

What resources support the Standards?

The Standards are supported by assessable elements, which are identified in the Learning and assessment focus of the Essential Learnings for each KLA. Assessable elements are designed to guide:

- development of assessments
- the selection of evidence of student learning
- judgments made about the evidence by distinguishing visible demonstrations of the learning.

The following diagram shows the assessable elements identified in the Learning and assessment focus of the Essential Learnings.



The Arts

Essential Learnings by the end of **Year 7**

Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance, Drama, Music, Media and Visual Art. They extend their aesthetic understandings of arts elements and languages. Students create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

Assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

Assessable elements are drawn from the two dimensions of the Essential Learnings (Knowledge and understanding and Ways of working). They can be used together or independently when designing assessment. It is intended that evidence is collected about all the assessable elements by the end of the juncture (e.g. evidence of all the assessable elements will be collected across Years 4 and 5).

Curriculum programs need to have a focus on the Knowledge and understanding and Ways of working dimensions to ensure students have the opportunities to learn the knowledge, skills and processes necessary to be effective, engaged learners and active, informed citizens. Assessing each of these dimensions is a powerful way of communicating to students and the wider community what is valued in learning.

The following diagram shows an example of an Assessable elements and descriptors resource.

Assessable elements and descriptors

Degree of quality: A–E

The Arts Queensland Curriculum, Assessment and Reporting Framework

Assessable elements and descriptors of quality for A–E

Assessable elements and descriptors support teacher judgments about the standard a student has achieved.

Assessable elements:

- identify the valued features of the key learning area to be assessed
- draw from the two dimensions of the Essential Learnings: **Ways of working** and **Knowledge and understanding**
- can be used together or independently when designing assessment.

Descriptors:

- indicate the qualities evident in student work
- use an A–E scale.

Assessable elements	Descriptors				
	A	B	C	D	E
	The student work demonstrates evidence of:				
Knowledge and understanding	Comprehensive knowledge and understanding of concepts, facts and procedures	Thorough knowledge and understanding of concepts, facts and procedures	Satisfactory knowledge and understanding of concepts, facts and procedures	Variable knowledge and understanding of concepts, facts and procedures	Rudimentary knowledge and understanding of concepts, facts and procedures
Creating	Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes	Informed and effective creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes	Relevant and competent creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes	Variable creation of arts works to express ideas using arts elements, techniques, skills and processes	Minimal creation of arts works using arts elements, techniques, skills and processes
Presenting	Controlled presentation of arts works to display interpretive and technical skills	Effective presentation of arts works to display interpretive and technical skills	Credible presentation of arts works to display interpretive and technical skills	Variable presentation of arts works to display interpretive and technical skills	Minimal presentation of arts works to display interpretive and technical skills
Responding	Perceptive response to arts works using arts elements and languages	Informed response to arts works using arts elements and languages	Relevant response to arts works using arts elements and languages	Narrow response to arts works using arts elements and languages	Cursorial response to arts works using arts elements and languages
Reflecting	Perceptive reflection on learning	Informed reflection on learning	Relevant reflection on learning	Superficial reflection on learning	Cursorial reflection on learning

- Assessable elements:**
- Knowledge and understanding
 - Creating
 - Presenting
 - Responding
 - Reflecting

Description of the element and the degree of quality — what it will look like (features) in a student's response

Task-specific descriptors can be devised to guide students about the expected quality for each assessable element. To make a judgment on a single assessment, task-specific descriptors are used to identify the degrees of quality (A–E) for each assessable element.

Ideally, a collection of evidence of student learning is made up of different types of assessments planned by the teacher as part of an assessment plan, which forms part of an overall teaching and learning program. The assessment plan gives students opportunities to demonstrate their mastery of all assessable elements over a period of time.

Just as not every assessment opportunity will require all the assessable elements to be assessed, not every assessment will require the development of task-specific descriptors to make decisions about achievement. Teachers will continue to make judgments about students' achievement using a variety of methods.

The Assessment Bank will provide resources to help teachers use the Standards and to reach common understandings associated with each level of achievement.