

Writing conventions of Statements of Achievement

Schools record QCIA achievements in the Student Management application.

To record Statements of Achievement:

- select a pre-populated statement matched to student achievement
or
- add free-form statements matched to student achievement.

In the Student Management application, 'Add written statement' is the free-form text field that can be used for specific statements that report the learning achievements of students on individualised learning programs. Free-form statements must follow the writing conventions set out below.

The Statement of Achievement provides an overview of a student's demonstrated educational achievements in the curriculum organisers selected in their QCIA curriculum plan.

The QCIA is a one-page document, so statements must be brief, adhere to specific writing conventions, and identify the student's highest achievements.

Schools are responsible for collecting evidence of students' learning. Each statement must be supported by evidence in a folio of student achievement.

Statements of achievement should:

- describe demonstrated knowledge and skills
- be expressed positively
- include clear and specific statements about demonstrated achievement
- include the context or qualifier for the achievement
- focus on achievement ('does', 'applies', 'shows') rather than ability ('can do', 'may be able to do', 'able to', 'ability to')
- maintain consistent present tense
- be appropriate for placement in the curriculum organiser chosen
- be within the character limit designated in the Student Management application.

Statements of achievement reflect individual students' demonstrated learning within the curriculum organisers. Students within the same school should not have duplicated statements of achievement, i.e. the QCIA should be different for each student. Each curriculum organiser may have a maximum of six statements. Character limits apply to Statements of achievement. To maintain quality assurance, statements of achievement must adhere to the following guidelines.

A Statement of Achievement

Does	Does not
<ul style="list-style-type: none"> • Begin with verbs in the present tense. • Place the qualifier at the end of the statement. • Use the appropriate article — ‘the’ or ‘a/an’: <ul style="list-style-type: none"> – the definite article ‘the’ refers to a specific noun, e.g. ‘Applies the principles’ (already specified) – the indefinite article ‘a’ refers to an unknown or unspecified noun, e.g. ‘Uses a calculator’ (any calculator) – ‘a’ becomes ‘an’ before a noun starting with a vowel, e.g. ‘Shows an awareness’. • Ensure words such as ‘aware’ or ‘awareness’, if used to show a demonstrated skill or knowledge, are preceded by an auxiliary verb for clarity, e.g. ‘Is aware’, ‘Shows awareness’. • Use descriptive rather than specific locations, e.g. ‘a fast-food outlet’, not ‘McDonalds’. • Use generic terms rather than brand names: <ul style="list-style-type: none"> – smartphone not Android, iPhone – hand held electronic device not iPad, tablet – games console not Xbox, PlayStation – spreadsheet not Excel – word processor not Word – presentation software not PowerPoint • Use words, not numerals, e.g. ‘three’. • Use alphabetical order for a group of words, e.g. ‘Uses crayons, paints and paper to create...’. • Use a comma to separate items in the statement. • Use hyphens: <ul style="list-style-type: none"> – to clarify the meanings of words, e.g. a ‘heavy-metal instrument’ (e.g. an electric guitar) vs. a ‘heavy metal instrument (e.g. a tuba) – when terms are used as adjectives, e.g. ‘one-step instructions’, ‘full-time job’, ‘word-processing skills’, ‘post-school options’ – to clarify the meaning of new words that might otherwise be confused with established words, e.g. ‘re-cover’ (cover again) but ‘recover’ (get better or retrieve). • Use capitals when appropriate, e.g. ‘Aboriginal peoples and Torres Strait Islander peoples’, ‘Auslan’. • Use ‘s’ not ‘z’ in words such as ‘analyses’, ‘organises’, ‘recognises’, ‘utilises’ and their derivatives. • Use correct spelling to distinguish nouns from their verb forms, e.g. ‘practice’ (noun), ‘practise/practising’ (verb); ‘advice’ (noun), ‘advise’ (verb). 	<ul style="list-style-type: none"> • Repeat the same knowledge or skill in the curriculum organisers or in the Statement of Participation. • Describe attitudes or behaviour, e.g. do not write ‘behaves well’, ‘displays appropriate behaviour’, ‘is courteous’, ‘work ethic’. • Make value judgments or predictions, e.g. do not write ‘will do well’, ‘will be suitable for ...’. • Use any of these terms: <ul style="list-style-type: none"> – ‘demonstrates’ (the Statement of Achievement is demonstrated knowledge and skill in itself) – ‘participates’ or ‘attends’ (if participating or attending is the achievement, then include in the Statement of Participation) – ‘independently’ (the Statement of Achievement is demonstrated knowledge and skill in itself; a qualifier such as ‘with assistance or prompting’ can be used to indicate that the skill or knowledge has not been demonstrated independently) • Include: <ul style="list-style-type: none"> – the student’s name – headings from school-based programs or subjects, e.g. learning program headings – personal pronouns, e.g. ‘her’, ‘his’, ‘own’ – abbreviations – lists of words in brackets – comparative language, e.g. ‘good’, ‘high’, ‘advanced’, ‘effectively’, ‘80%’ – technical or specialist terms – colloquial language, e.g. do not write ‘uses apps’ – bullet points or paragraphing – official syllabus subject names — use a generic name for the program, e.g. write ‘art program’ rather than ‘arts in practice’. • Start statements with an adverb, e.g. do not write ‘Effectively communicates with peers’. • Use hyphens for ‘cooperate’, ‘coordinate’ and their derivatives, or for ‘email’, ‘nonfiction’, ‘wellbeing’ or ‘artwork’. • Place a comma before the qualifier, e.g. write ‘Completes information on forms with support’, rather than ‘Completes information on forms, with support’. • Use quotation marks, e.g. write ‘Responds to familiar adults with yes or no’, rather than ‘Responds to familiar adults with “yes” or “no”’.

When writing statements of achievement, avoid statements that are too long or too short. It is important to state the highest level of demonstrated learning.

The following table gives examples of how statements of achievement align with learning goals from the GIL and examples of evidence schools may collect to support statements of achievement.

Learning goal from the GIL	Evidence from teaching and learning experiences	Statement of Achievement
Use informal behaviours to intentionally communicate a single message consistently in familiar environments to express a preference.	Video footage of the student nodding or shaking their head and using facial expressions to make a choice when presented with two objects.	Indicates a preference between two objects using facial expression and nodding or shaking head.
Identify and use combinations of coins and notes for simple purchases.	Photographs and video footage of the student using coins and notes to purchase items at a local supermarket. Anecdotal notes that indicate the student requires verbal prompting to make purchases.	Purchases items using coins and notes in a familiar supermarket with verbal prompting.
Participate in an organised sporting event.	Photographs of the student swimming during sport lessons at the school. Video footage of the student entering and exiting the pool safely, and swimming independently.	Swims with peer group in a school-based program and is water safe.

Additionally a list of verbs and a QCAA spelling list are provided below. Schools are also encouraged to use the latest publication of the [Macquarie Dictionary](#).

Learning goals drawn from the GIL describe the planned teaching, learning and assessment for a student. The learning goals may not reflect a student's achievement, and in many cases do not give details of what an individual student knows or has demonstrated they can do. They do not follow the writing conventions required for statements of achievement. It is, therefore, not appropriate to use learning goals from the GIL as statements of achievement.

List of verbs

A

accepts
accesses
accompanies
activates
acts
adapts
adds
adheres
administers
adopts
advocates
aids
analyses
answers
anticipates
applies
appreciates
approximates
arranges
arrives
articulates
asks
assembles
assists
attaches
attempts
aware

B

balances
banks
behaves
blinks
books
borrows
bowls
breaks
budgets
builds
burns
buys

E

eats

C

calculates
cares
carries
catalogues
caters
chairs
charts
chats
checks
chooses
clarifies
cleans
clears
closes
collaborates
collates
collects
combines
comments
communicates
commutes
competes
compiles
completes
complies
composes
comprehends
comprises
computes
conducts
confirms
considers
constitutes
constructs
consults
contacts
contributes
controls
converses
conveys
cooks

G

gains

cooperates
coordinates
copies
counts
creates
crushes
cues
cultivates
cuts

D

dances
decides
decorates
defines
delivers
demands
deposits
derives
describes
designs
details
determines
develops
dictates
differentiates
directs
discerns
discriminates
discusses
displays
distributes
downloads
draws
dresses
dries
drinks
drives

J

joins

edits
employs
engages
enquires
ensures
enters
entertains
establishes
estimates
evaluates
exchanges
exercises
exhibits
expands
experiments
explains
explores
expresses
extends

F

facilitates
features
files
fills
films
finances
finds
fishes
fixes
floats
focuses
folds
follows
formats
forms
formulates
fulfils
functions
fundraises
funds

gardens
gathers
generates
gestures
gives
graphs
grasps
greet
grooms
grows
guides

G

handles
harvests
helps
hems
holds

I

identifies
implements
includes
increases
indicates
informs
initiates
inputs
inserts
instructs
integrates
interacts
interfaces
interprets
interviews
introduces
investigates
invites
involves
irons

jumps
justifies

K

keeps
kicks
knows

L

labels
leads
links
listens
lists
loads
locates
lodges
logs

M

mails
maintains
makes
manages
manipulates
manoeuvres
manufactures
markets
matches
measures
meditates
meets
mentors
models
modifies
monitors
moulds
moves

N

names
navigates
needs
negotiates
networks
notes

O

observes
obtains
offers
officiates
opens
operates
orders

P

packs
paints
pays
peels
places
plans
plants
plays
points
possesses
posts
pots
practises
predicts
prepares
presents
prints
processes
produces
programs
projects
promotes
prompts
propels
protects
provides
publishes
purchases

T

takes
talks
teaches

Q

queries
questions

R

raises
reads
reasons
recalls
receives
recites
recognises
records
recounts
recycles
reflects
relates
relays
relies
remembers
repairs
reports
reproduces
requests
requires
researches
resources
respects
responds
retains
retells
retrieves
reviews
rides
rigs
roleplays
rotates
runs

S

scans
scoops
scripts
searches
secures
seeks

V

vacuums
videos
views

selects
sells
sends
sequences
serves
sets
sews
shares
shops
showers
shows
signs
sings
sits
skates
socialises
solves
sorts
sources
speaks
spells
stays
steers
steps
studies
supervises
supplements
supplies
supports
sustains

telephones
tells
tenders
tends
trains
transcribes
transfers
transports
travels
tunes
turns
types

U

umpires
understands
undertakes
unloads
uses
utilises

visits
vocalises
volunteers
WXYZ
walks
washes
watches
waters
wears
weeds
welcomes
wipes
withdraws
works
writes

Spelling list

To ensure quality statements of achievement, the following A–Z list of spellings and capitalisations of frequently used certificate words may help facilitate the process.

A

Aboriginal (adjective)
Aboriginal peoples, but Aboriginal peoples and Torres Strait Islander peoples
accommodation
adult learning centre (no hyphen)
age-group
analyse; analyses
artwork
audiocassette
audiovisual

B

barbecue
bike track
bilingual
board game
braille (the system, not the person)
brainstorm

C

cause-and-effect
CD; CDs (no full stops)
checklist
childcare
childcare centre; childcare facility; childcare worker
clean-up (noun)
close-up
co-curricula
co-develop
computer-generated
cooperates
coordinates

D

daily living skills (no hyphen)
day-to-day (adjective)
decision making (noun); decision-making (adjective);
decision-making process
desktop publishing
disc (general use, e.g. compact disc)
disk (computer term)
driver's licence
drive-through
DVD; DVDs (no full stops)

E

e-card
effect (noun, transitive verb)
email
enrol; enrolled
e-pal
eye-pointing

F

fast food (noun); fast-food (adjective); fast-food outlet
fine-motor (adjective)
first aid
First Australians
first-hand (adjective and adverb)
First Nations Australians
fit-out
float; floatation
focused; focuses; focusing
formula
freehand
fulfil; fulfilled; fulfilment;
full-time (adjective); full-time work
fundraising

G

goodwill
gross-motor

H

hairstyle
half-hour
handout
hand-to-hand; hand-over-hand (adjective)
handwritten; handwriting
health care; health-care (adjective); health-care provider
healthy living; healthy living activities (no hyphen)
horseriding
housekeeping
hygiene

I

independent-living skills
in-depth (adjective)
Indigenous (when describing Australian Aboriginal and/or Torres Strait Islander peoples)
indigenous (general term)
in-service (adjective only)
instil; instilled; instilling
interactive whiteboard (no hyphen)
internet
interrelate
interschool
interstate; intrastate
-ise/-ize: use -ise in verbs such as organise
item bank
item value
itinerary

J

judgment

K

kickboard

L

Landcare
Landline
laptop
large-group (adjective)
learned (adjective; learnt [past tense of learn])
learner permit (no apostrophe with learner)
liaison
licence (noun); license (verb)
lifelike
lifeline
lifelong
lifesaver; lifesaving
life skills
likelihood
lip-read; lip-reading
living skills; living-skills program
logbook
long-term (adjective)
loose-leaf
lower-case (adjective); lower case (noun)
lunch-break
lunchtime

M

mainstream
makeup
marksheets
maxi cab
media (noun, sing. and pl. for news or general media)
media (plural); medium (singular);
[art-related]
modelled
motorbike
multi-age
multicultural
multilevel
multimedia
multipurpose
multiskilling

N

nationwide
 network; networking
 non-alcoholic
 nonfiction
 nonverbal
 noticeable

O

occurrence
 one- and two-step instructions
 one-step (adjective); one-step instructions
 ongoing
 online
 open-ended (adjective); open ended
 overall

P

parent–teacher
 part-time (adjective) part time
 peer group
 personal care requirements (no hyphen)
 personal care routines (no hyphen)
 personal hygiene needs (no hyphen)
 personal hygiene program (no hyphen)
 personal safety procedures (no hyphen)
 playdough
 post-compulsory
 post-school (adjective); post-school options
 pot plant procedures (no hyphen)
 practice (noun); practise/practising (verb)
 predetermine
 problem-solving (adjective) problem solving
 program; programmed; programming
 proofread

Q

quarter-hour
 questionnaire

R

real-life
 recipient
 reconstruct
 redevelop
 redraft
 re-edit
 reorganise
 re-vegetation
 rewrite
 road safety; road safety rules (no hyphen)
 roleplay (noun and verb); roleplaying

S

school age (noun); school-age (adjective)
 school-based
 self-awareness
 self-care (noun, adjective); self-care program
 self-esteem
 self-image
 self-management
 separate
 set-up
 short-term (adjective)
 sight-words
 soundtrack
 spellcheck
 statewide
 stationary (fixed or still); stationery (office materials)
 storytelling
 student-centred (adjective)
 student-devised
 subtotal
 SunSmart

T

TAFE (no full stops)
 tape-recording
 targeted
 t-ball
 teamwork
 tenpin bowling
 time sheet
 timeframe
 timeline
 time-management skills
 timetable
 Torres Strait Islander peoples
 touch-type
 travelled
 turn-taking
 two-step (adjective); two-step instructions

U

under way
 upcoming
 upper-case
 up-to-date (adjective)
 useable

V

video camera
 video recording
 videocassette
 voiceover

W

webpage
 website
 well known; well-known (adjective)
 wellbeing
 wheelbarrow
 word processing (noun); word-processing (adjective);
 word-processing program
 work experience (noun); work-experience (adjective);
 work-experience program
 work program
 workbook
 workforce
 workload
 workplace
 work plan
 worksheet
 workshop
 worksite
 work skills
 worldwide
 worthwhile (adjective)

XYZ

year-old
 year-to-year (adjective); year to year (noun)



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