

TOOWONG STATE SCHOOL



CURRICULUM ASSESSMENT AND REPORTING FRAMEWORK

2009

Toowong State School Curriculum Framework

Overview

This Curriculum Framework is to assist teachers with their planning and to ensure the school **aligns curriculum offerings with QCAR requirements**. The framework of QCAR includes five interrelated parts – Essential Learnings, Standards, Assessment Bank, QCATS and Reporting. Each of these parts needs to be considered by teachers in their planning. The TSS Curriculum Framework is designed to be a concise document that works in conjunction with the QCAR documents. It allows the school as a community to ensure continuity and deep understandings of the Essential Learnings. The TSS Curriculum Framework consists of a schedule of Curriculum Organisers and Key Learning Areas, an Assessment and Reporting Framework and Moderation Guidelines.

A clear purpose of QCAR was to assist teachers in **uncluttering the curriculum** and to ensure the intended curriculum is the learned curriculum. This framework seeks to support this process by providing a simple framework document that is used alongside QCAR documents and EQ Scope and Sequence documents to allow students to acquire deep levels of understanding. By covering less strands in more depth during a semester (rather than a term) students are given the opportunity to immerse more fully in their learning. These learnings will then provide the focus for quality assessment tasks aligned with these deep and explicit understandings aligned with identified Assessable Elements and Standards. By negotiating with students, teachers can determine previous topics that have been covered by students. Copies of previous units that students have covered are available in the filing cabinet next to the photocopier in the library.

Learning at Toowong State School

The students of Toowong State School have a variety of backgrounds and experiences placing them at many points on the learning continuum. Teachers therefore have a responsibility to **understand and cater for the students** of their class and their individual needs. The uncluttered approach to this framework allows teachers flexibility to best cater to the learning to the students in their classrooms. One size does not fit all. It is not the intention of this framework to provide teachers with a formula to apply to every student – it is however, a basis to ensure that systemic requirements are covered with quality and depth. Teachers are strongly encouraged to **negotiate** with students in their class to ensure that systemic, school and, importantly, individual student requirements are achieved in a way that is interesting, achievable and challenging to all students including those with support needs and those who require extension.

Curriculum Organisers and Key Learning Areas

	ORGANISERS	KLA	STRAND	EYCG	
2009 Semester 1	Creative and Informed Citizen <i>Creativity</i>	Technology	<ul style="list-style-type: none"> - Technology as a Human Endeavour - Information, Materials and systems 	Active Learning Processes	- Investigating Technology
		Science	<ul style="list-style-type: none"> - Energy and Change - Science as a Human Endeavour - Natural and Processed Materials 		
2009 Semester 2	Democratic and Informed Citizen <i>Civics and Citizenship</i>	Science	<ul style="list-style-type: none"> - Science as a human endeavour 	Active Learning Processes	- Imagining & responding
		SOSE	<ul style="list-style-type: none"> - Time, Continuity and Change - Culture and Identity - Political and Economic Systems 	Social & Personal Learning	- Personal Learning
2010 Semester 1	Healthy and Informed Citizen <i>Identity Relationships and Well being</i>	Science	<ul style="list-style-type: none"> - Life & Living 	Social & Personal Learning	<ul style="list-style-type: none"> - Social Learning - Personal Learning
		HPE	<ul style="list-style-type: none"> - Health - Personal Development - Physical Activity 	Health & Physical Learning	<ul style="list-style-type: none"> - Making Healthy Choices - Gross Motor
		Technology	<ul style="list-style-type: none"> - Technology as a Human Endeavour 		
2010 Semester 2	Eco and Informed Citizen <i>Sustainability</i>	Science	<ul style="list-style-type: none"> - Earth and Beyond - Life and Living - Science as a human endeavour 	Active Learning Processes	<ul style="list-style-type: none"> - Investigating the Natural World - Investigating Environments
		SOSE	<ul style="list-style-type: none"> - Place and Space - Political & Economic Systems 		
		Technology	<ul style="list-style-type: none"> - Technology as a Human Endeavour 		

Literacy, Numeracy, The Arts and ICTs are to be used as integrating devices.

Specialist teachers will contribute to Health (Physical Activity), Languages, The Arts (Music and Drama).

Ways of Working will be explicitly identified through planning processes.

School programs such as Artist in Residence, Bright Sparks and Bootcamp will contribute to coverage of E.L.

(Acknowledgement to Mackay District Small Schools for sharing their framework on which this is based.)

Toowong State School Curriculum, Assessment and Reporting Framework – 2009

Assessment and Reporting Framework

All Key Learning Areas need to be taught and assessed each semester. As noted in the Curriculum Organisers and Key Learning Areas not all Key Learning Areas are listed in each semester. The Key Learning Areas listed are those that need to be focussed on in-depth and strongly aligned with assessment. They can be taught as part of one continuing unit or as a series of smaller learning episodes. This is up to the discretion of the teacher to best suit the learning of their students. While these provide the main focus for learning this is not to suggest that other KLAs should not be taught and assessed during this semester. What this does allow is for those KLAs that are not outlined in the framework to be taught according to the needs of students (eg covering areas that have been identified as needing extra attention) and or the context of the class (eg visits or focus on special events). This again is to support an uncluttered approach to the curriculum by allowing teachers the flexibility to negotiate with students to best suit their learning.

Moderation Guidelines

The Moderation Guidelines identifies **what is required by teachers for moderation purposes.** The Moderation Guidelines focus specifically on English and Maths. However please note that ALL Key Learning Areas will need to be catered for to include on Report Cards. It also includes both systemic and school identified pieces that need to be included during moderation meetings to allow for consistency of judgement through consistency of comparison pieces of assessment. Key Learning Areas such as SOSE, Science, The Arts and Technology will be moderated according to criteria developed during planning meetings. Marks for these areas should also consider relevant Assessment Bank items, QCATs and Standards. Assessment for Key Learning Areas other than English and Maths should include observations, work samples, QCATs (where applicable) and formal assessment tasks.

Assessment and Reporting Schedule

Term 1	Term 2	Term 3	Term 4
Prep	Prep	Prep	Prep
<ul style="list-style-type: none"> • Observations and evidence for Early Learning Records 	<ul style="list-style-type: none"> • Ongoing observations and evidence collection for Early Learning Records • Parent Teacher Interviews 	<ul style="list-style-type: none"> • Ongoing observations and evidence collection for Early Learning Records 	<ul style="list-style-type: none"> • Ongoing observations and evidence collection for Early Learning Records • Parent Teacher Interviews
Year 1-3	Year 1-3	Year 1-3	Year 1-3
<ul style="list-style-type: none"> • (Yr 3 only) Spelling Inventory Test • Running Records – PM Benchmark • Maths - School Achievement Test (copy with STLD) 	<ul style="list-style-type: none"> • (Yr 2 only) Validation • (Yr 2 only) Diagnostic Net Report to Parents • (Yr 3 only) NAPLAN • Report Cards • Parent Teacher Interviews 		<ul style="list-style-type: none"> • (Yr 1 and 3) Diagnostic Net Report to Parents • (Yr 2 only) British Series Spelling Test • Report Cards • Parent Teacher Interviews
Years 4-7	Years 4-7	Years 4-7	Years 4-7
<ul style="list-style-type: none"> • TORCH (copies with STLD) Week 4 (See Appendix A) • Spelling Inventory Test • Running Records – Rigby • Lexile levels • Maths - School Achievement Test (copy with STLD) • ESL Assessment 	<ul style="list-style-type: none"> • (Yr 5 and 7) NAPLAN • (Yr 4 and 6) QCATs • PAT Maths • Report Cards • Parent Teacher Interviews 		<ul style="list-style-type: none"> • (Yr 4 and 6) British Series Spelling Test • Repeat TORCH (See Appendix A) • Report Cards • Parent Teacher Interviews

The following need to be included in the relevant school data files. Please ensure this is done by the end of the year. Yellow folders are stored in a central location over summer break. Teachers are responsible for ensuring their familiarity with ALL files on their students. Some data, such as report cards, will also be available via OneSchool.

Yellow Folders (Classroom)	Admin File (Principal's Office)	SNAC File (SNAC Committee)
Diagnostic Net Continua Validation materials Diagnostic Net work samples until Year 3 TORCH tests Spelling Inventory Test PAT Maths Maths School Achievement Test British Series Spelling Test	Report cards NAPLAN data QCATs data SNAC referrals Specialist reports Behaviour / suspension records Custody orders Students in care EAP Profiles ESL information IEP	Referrals Minutes Support timetables for school SLP folder Even Start Diagnostic Net support Specialist reports

Moderation Guidelines

Student Name:

Year:

SCIENCE	SOSE	TECHNOLOGY	THE ARTS	HPE
QCAT Formal Assessment Task Observation Work Sample	Formal Assessment Task Observation Work Sample	Formal Assessment Task Observation Work Sample	Formal Assessment Task Observation Work Sample	Formal Assessment Task Observation Work Sample
Science Overall	SOSE Overall	Tech Overall	The Arts Overall	HPE Overall

Appendix A
TORCH Test Overview
 Testing of Reading Comprehension

Year Level	Lower Level	Test Level	Upper Level
Year 4	Grasshoppers (3)	Lizard Loves Eggs (3,4)	Feeding Puff (3,4)
Year 5	At the Zoo (3,4)	Donna Dingo (3,4,5)	The Cats (4,5,6)
Year 6	Donna Dingo (3,4,5)	The Swamp Creature (5,6)	Matches (5,6,7)
Year 7	The Cats (4,5,6)	The Accident	Red Ace of Spades

- Each student from Year 4-7 will be assessed in Term One and in Term 4 using the same test.
- If a student achieves a TORCH score 20 or below they will be retested with the 'Lower Level' test, indicated in the table above.
- If a student achieves a TORCH score 61 or above they may be retested with the 'Upper Level' test, indicated in the table above.
- All tests are to be normed and scored with TORCH 2nd edition.
- It is assumed that students who are using an upper level test one year would not be tested the next year on a lower level test. In the event that this does occur, please contact the Learning Support Teacher to organise an alternate test.
- Students should not complete the same test within a six month period. (In January, check the student did not do the same test at the end of the previous year.)
- The number in brackets is the year level the test for which the test is normed.

Appendix B

Writing Criteria Guide

(In alignment with the National Assessment Program for a narrative)

Name of Student:

Year:

Criteria	Description of Criteria	Mark
Audience	The writer's capacity to orient, engage and affect the reader	/6
Text Structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure	/4
Ideas	The creation, selection and crafting of ideas for a narrative	/5
Character and Setting	Character: The portrayal and development of character Setting: The development of a sense of a place, time and atmosphere	/4
Vocabulary	The range and precision of language choices	/5
Cohesion	The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives	/4
Paragraphing	The segmenting of text into paragraphs that assist the reader to negotiate the narrative	/2
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	/6
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text	/5
Spelling	The accuracy and range of spelling	/6
TOTAL / ALLOCATED GRADE		/47

	Audience	Text Structure	Ideas	Character and Setting	Vocabulary
0	Symbols or drawings which have the intention of conveying meaning	No evidence of any structural components of a time sequenced text	No evidence or insufficient evidence	No evidence or insufficient evidence	Symbols or drawings
1	Contains some simple written content	Minimal evidence of narrative structure eg a story beginning only. A recount of events with no complication	Ideas are very few and very simple. Ideas appear unrelated	Only names characters or gives their roles (eg father, we, Jim) and / or only names the setting (eg school). Setting is vague or confused.	Very short script
2	Shows awareness of basic audience expectations through the use of simple narrative markers eg <i>simple titles, Once upon a time, description of people</i>	Contains a beginning and a complication. Where resolution is present it is weak, contrived or 'tacked on' (eg. <i>I woke up, I died, They lived happily ever after</i>)	Ideas are few, not elaborated or very predictable	Suggestion of characterisation through brief descriptions or speech or feelings, but lacks substance or continuity and/or suggestion of setting through very brief and superficial descriptions of place and/or time	Mostly simple verbs, adverbs, adjectives or nouns and/or two or three precise words
3	An internally consistent story that attempts to support the reader by developing a shared understanding of context ie <i>reader can follow story easily</i>	Contains orientation, complication and resolution (Detailed longer text may resolve one complication and lead into a new complication or layer a new complication onto an existing one rather than conclude)	Ideas show some development or elaboration. All ideas related coherently to a central storyline (may contain waffle)	Characterisation emerges through descriptions, actions, speech or the attribution of thoughts and feelings to a character and/or Setting emerges through description of place, time and atmosphere	Precise words or word groups (may be verbs, adverbs, adjectives or nouns)
4	Supports reader understanding, attempts to engage reader	Coherent, controlled and complete narrative, employing effective plot devices in an appropriate structure, and including an adequate ending	Ideas are substantial and elaborated. Ideas effectively contribute to a central storyline. The story contains a suggestion of an underlying theme	Effective characterisation. Details are selected to create distinct characters and/or maintains a sense of setting throughout. Details are selected to create a sense of place and atmosphere.	Sustained and consistent use of precise words and phrases that enhance the meaning or mood
5	Supports and engages the reader through deliberate choice of language and use of narrative devices		Ideas are generated, selected and crafted to explore a recognisable theme. Ideas are skilfully used in the service of the storyline		A range of precise and effective words and phrases used in a natural and articulate manner. Language choice is well matched to genre
6	Caters to the anticipated values and expectations of the reader. Influences or affects the reader through precise and sustained choice of language and use of narrative devices eg <i>fantasy, sub genres such as satire, intertextual references</i>				

For additional information refer to the NAPLAN marking guide.

	Cohesion	Paragraphing	Sentence Structure	Punctuation	Spelling
0	Symbols or drawings	No use of paragraphing or only a beginning sense of paragraphing	No evidence of sentences	No evidence of correct punctuation	No conventional spelling
1	Links are missing or incorrect. Short script. Often confusing for the reader	Writing is organised into paragraphs that are mainly focused on a single idea or set of like ideas that assist the reader to digest chunks of text	Some correct formation of sentences. Some meaning can be construed.	Some correct use of capital letters to start sentences OR full stops to end sentences. Punctuation is minimal and of little assistance to the reader	Few examples of conventional spelling
2	Some correct links between sentences (do not penalise for poor punctuation). Most referring words are accurate. Reader may occasionally need to re-read and provide their own links to clarify meaning.	All paragraphs are focused on one idea or set of like ideas and enhance the narrative	Most simple sentences are correct. Meaning is predominantly clear.	Some accurately punctuated sentences (beginning and end) Some noun capitalisation where applicable. Provides some markers to assist reading	Correct spelling of most simple words, some common words (errors evident in common words)
3	Cohesive devices are used correctly to support reader understanding. Accurate use of referring words. Meaning is clear and text flows well in a sustained piece of writing		Most simple and compound sentences correct. Some complex sentences are correct. Meaning is predominantly clear	Some correct punctuation across categories (sentences mostly correct with some others correct) OR accurate sentence punctuation, noting else used. Provides adequate markers to assist reading.	Correct spelling of most simple words, most common words (errors do not outnumber correct spellings)
4	A range of cohesive devices is used correctly and deliberately to enhance reading. An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text.		Simple and compound sentences are correct. Most complex sentences are correct OR All sentences correct but do not demonstrate variety. Meaning is clear.	All sentence punctuation correct. Mostly correct use of other punctuation. Provides accurate markers to enable smooth and efficient reading.	Correct spelling of simple words, most common words, some difficult words (errors do not outnumber correct spellings)
5			Sentences correct (allow for occasional typo eg missing word) Demonstrates variety in length, structure and beginnings. Meaning is clear and sentences enhance meaning.	Writing contains accurate use of all applicable punctuation. Provides precise markers to pace and control reading of the text.	Correct spelling of simple words, most common words, at least 10 difficult words (errors do not outnumber correct spellings)
6			All sentences are correct. Writing contains controlled and well-developed sentences that express precise meaning and are consistently effective.		Correct spelling of all words, at least 10 difficult word, some challenging words.

For additional information refer to the NAPLAN marking guide.