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Learning**  
Conference

**DR JANELLE WILLS**

**FRIDAY 19 MAY**

**Developing a Guaranteed  
and Viable Curriculum**

**Session 3**

**MELBOURNE**



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# DR JANELLE WILLS

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**Table I.2: Levels of Operation for a High Reliability School**

<b>Level 5</b>	Competency-Based Education
<b>Level 4</b>	Standards-Referenced Reporting
<b>Level 3</b>	Guaranteed and Viable Curriculum
<b>Level 2</b>	Effective Teaching in Every Classroom
<b>Level 1</b>	Safe and Collaborative Culture

The hierarchical relationship of the levels depicted in table I.2 (p. XX) has some intuitive appeal. Level 1 can be considered foundational to all other levels. If students and staff do not have a safe and collaborative culture in which to work, little if any substantive work can be accomplished. In essence, level 1 addresses the day-to-day operation of a school: What are the rules? How do we follow them? What will happen when the rules are not followed? How do we work together to make the school run optimally?

Level 2 addresses the most commonly cited characteristic of effective schools: high-quality instruction in every classroom. Stated differently, school leaders must make sure classroom teachers are using instructional strategies in a way that reaches all students and are taking appropriate steps to improve teacher competence when this goal is not being met.

High-quality instruction is a prerequisite for level 3, a guaranteed and viable curriculum. *Guaranteed* means that the same curriculum is taught by all teachers so that all students have an equal opportunity to learn it. *Viable* means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it (Marzano, 2004b; DuFour & Marzano, 2011). Levels 1 through 3 are common fare among current efforts to make schools more effective.

Level 4 moves into a more rarefied level of school reform, because it involves reporting individual students' progress on specific standards. At any point in time, the leaders of a level 4 school can identify individual students' strengths and weaknesses relative to specific topics in each subject area.

Level 5 schools exist in the most rarefied group of all – one in which students move to the next level of content as soon as they demonstrate competence at the previous level. Matriculation, then, is not based on the amount of time a student spends in a given course, but rather on their demonstrated mastery of content.

**Table I.3: HRS Critical Commitments**

<b>Level 5</b>	Get rid of time requirements. Adjust reporting systems accordingly.
<b>Level 4</b>	Develop proficiency scales for the essential content. Report status and growth on the student report using proficiency scales.
<b>Level 3</b>	Continually monitor the viability of the curriculum. Create a comprehensive vocabulary program. Use direct instruction for knowledge application and metacognitive skills.
<b>Level 2</b>	Create an evaluation system whose primary purpose is teacher development: <ul style="list-style-type: none"> <li>• The system is comprehensive and specific.</li> <li>• The system includes a developmental scale.</li> <li>• The system acknowledges and supports growth.</li> </ul>
<b>Level 1</b>	Implement the professional learning community (PLC) process.

# Professional Learning Community

## TRANSFORMING COLLABORATION

- Schoolwide Norms
- Schoolwide structures
- Team Norms
- Disciplined Collaboration

## TRANSFORMING CURRICULUM

- Identifying Essential Content
- Learning Goals
- Proficiency Scales
- Student friendly learning

## TRANSFORMING ASSESSMENT

- Proficiency Scales as basis for assessment
- Assessment blueprint
- Discussing assessment results
- Tracking student progress
- SMART goals
- System of feedback

## TRANSFORMING INSTRUCTION

- High quality instruction
- Planning after assessment
- Inquiry into teacher practice
- Response to Intervention

## TRANSFORMING TEACHER DEVELOPMENT

- Instructional Rounds
- Reflective Practice
- Peer coaching
- Seeking student feedback
- Action research

## TRANSFORMATIVE LEADERSHIP

- The Importance of School Leadership
- Second-Order Change
- Leadership for Second-Order Change

 DOWNLOADABLE RESOURCE

## Downloadable 3.2: Level 3 Long-Form Leading Indicator Survey for School Leaders

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>3.1 The school curriculum and accompanying assessments adhere to state and nationally agreed standards.</b>	Our school's intended curriculum has been analysed to ensure that it correlates with state and nationally agreed standards (for example, Australian Curriculum achievement standards).	1	2	3	4	5	N
	Our school's curriculum adequately addresses important 21st century skills (for example, Australian Curriculum general capabilities such as critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding).	1	2	3	4	5	N
	Our school's taught curriculum (that is, what is taught in classrooms) has been analysed to ensure that it correlates with the intended curriculum.	1	2	3	4	5	N
	Our school's assessments have been analysed to ensure that they accurately measure the intended and taught curricula.	1	2	3	4	5	N
	School teams meet regularly to analyse the relationship between our school's intended curriculum, our school's taught curriculum and our school's assessments.	1	2	3	4	5	N
	Teachers can describe the essential content and standards for the subject areas and year levels that they teach.	1	2	3	4	5	N
<b>3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</b>	The essential elements of the content taught in our school have been identified.	1	2	3	4	5	N
	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	1	2	3	4	5	N
	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and curriculum maps).	1	2	3	4	5	N
	Essential vocabulary has been identified for Tiers 1, 2 and 3.	1	2	3	4	5	N

 DOWNLOADABLE RESOURCE

<b>3.3 All students have the opportunity to learn the critical content of the curriculum.</b>	Tracking systems at our school are used to examine each student's access to the essential elements of the curriculum.	1	2	3	4	5	N
	Parents at our school are aware of their child's current access to the essential elements of the curriculum.	1	2	3	4	5	N
	All students at our school have access to extension courses.	1	2	3	4	5	N
	The extent to which all students have access to necessary courses has been analysed.	1	2	3	4	5	N
	I ensure that teachers have completed appropriate content training in their subject area courses.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of instruction.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	1	2	3	4	5	N
<b>3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</b>	Our school has set goals regarding the percentage of students who will score above the National Minimum Standard for their year level on NAPLAN assessments.	1	2	3	4	5	N
	Our school has set goals to eliminate the achievement gap for all students.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for EAL/D learners.	1	2	3	4	5	N
	Our school has set goals to eliminate differences in achievement for students with disability.	1	2	3	4	5	N
	Our school's goals for student achievement are posted where teachers see them regularly.	1	2	3	4	5	N
	Our school's goals for student achievement are discussed regularly at staff meetings.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students at various socioeconomic levels.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students of various ethnicities.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for EAL/D learners.	1	2	3	4	5	N
	I can explain how our school's goals eliminate differences in achievement for students with disability.	1	2	3	4	5	N
	Various departments and staff members are responsible for specific improvement goals.	1	2	3	4	5	N
	Our school's goals address our school's most critical and severe deficiencies.	1	2	3	4	5	N

 DOWNLOADABLE RESOURCE

<b>3.5 Data are analysed, interpreted and used to regularly monitor progress toward school achievement goals.</b>	Overall student achievement is analysed regularly at our school.	1	2	3	4	5	N
	Student achievement data are regularly examined from a value-added results perspective.	1	2	3	4	5	N
	Teachers at our school regularly report and use results from multiple types of assessments (for example, benchmark assessments and common assessments).	1	2	3	4	5	N
	Teachers at our school can describe the different types of student data reports available to them.	1	2	3	4	5	N
	Student data reports (including graphs and charts) are updated regularly to track growth in student achievement.	1	2	3	4	5	N
	Our school's leadership team regularly analyses student growth data.	1	2	3	4	5	N
	Data briefings are conducted regularly at staff meetings.	1	2	3	4	5	N
<b>3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.</b>	Our school has after-school programs in place.	1	2	3	4	5	N
	Our school has tutorial programs in place.	1	2	3	4	5	N
	Our school schedule is designed to allow students to receive academic help while in school.	1	2	3	4	5	N
	Students' completion of programs designed to improve their academic achievement (such as gifted education, extension courses and STEM workshops) is monitored.	1	2	3	4	5	N
	Our school has response to intervention measures and programs in place.	1	2	3	4	5	N
	Our school has enrichment programs in place.	1	2	3	4	5	N

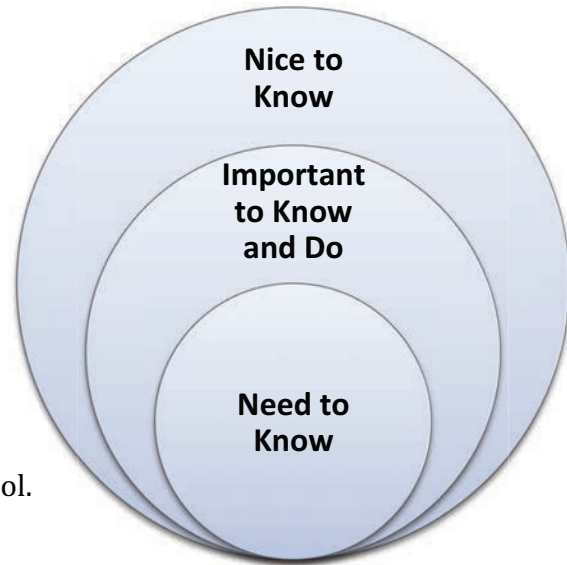
## So, Now What?

Follow these next steps for getting clear about what students should know and be able to do:

- First, identify priority learning goals within the curriculum.
- Then, develop a proficiency scale for each priority learning goal.
- Be sure to work collaboratively!

### What Is a Guaranteed and Viable Curriculum?

- A viable curriculum is a well-articulated set of knowledge and skills that every child should learn in grades K–12. Viable also means it can be taught for understanding in the time available.
- A guaranteed curriculum means it is taught in every classroom in every school.



### What Are Criteria for Priority?

- **Endurance:** Will this provide knowledge and skills that are valuable beyond a single test date?
- **Leverage:** Will this provide knowledge and skills that are valuable within multiple disciplines?
- **Readiness for next level of learning:** Will this provide students with tools for success at the next level or grade?
- **Teacher judgment:** Is this skill or knowledge critical for all students to know or be able to do?
- **Assessment connection:** Will this skill or knowledge be assessed on an instrument used for instructional decision-making?

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A guaranteed and viable curriculum is comprised of three main elements. (Adapted from McTighe and Wiggins, *Understanding by Design*, 2005)

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## SCALE EXAMPLE

### **SCORE 4.0 – More Complex**

The participant will be able to:

- Investigate the use of proficiency scales in their classroom by engaging in an action research process
- Use completed proficiency scales to align formative assessment, instruction and feedback
- Communicate proficiency scales to students so that students are able to reflect upon and monitor their own learning
- Adapt proficiency scales to meet the unique needs of their students

### **SCORE 3.0 – The Learning Goal or Expectation**

The participant will be able to:

- Explain the relationship between proficiency scales, student motivation and self-efficacy
- Develop proficiency scales for priority achievement standards
- Provide feedback on proficiency scales developed by peers

### **SCORE 2.0 – Foundational knowledge, simpler procedures, vocabulary**

The participant will be able to:

- Define the terms – proficiency scale, learning goal, activity, complex content, simple content, mastery goals, performance goals
- Recall the important characteristics of proficiency scales
- List the steps for developing proficiency scales and describe each level on the scale
- Write learning goals based on relevant curriculum documents
- Identify the differences between learning goals and activities

### **SCORE 1.0 – With help the student can complete Score 2**

### **SCORE 0 – With help the student is unable to complete Score 2**

**Personal Goals:**

1. **Based on the 'Scale Example' provided write a personal goal for this session.**
  
2. **Develop a longer term goal that you will work on beyond today's session.**

**Other considerations for reflection ...**

- What assumptions about student learning underlie my choice of activities?
  
- Can I explain the learning goals I have for students?
  
- Do I explain to students the kinds of thinking and intellectual skills that my activities require?
  
- Am I confident that I am maximising the development of long-term skills and knowledge in each and every student?

Reeve (2011)

## Scale Worksheet

<p><b>Score 4.0 – more complex</b> Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>The student will:</p>
<p><b>Score 3.0 – the learning goal or expectation</b></p> <p>The student will:</p>
<p><b>Score 2.0 – the simpler stuff</b> Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will:</p>
<p><b>Score 1.0</b> With help, the student can perform Score 2.0 and 3.0 expectations</p>
<p><b>Score 0.0</b> Even with help, the student cannot perform expectations</p>

## Scale Worksheet

<p style="text-align: center;"><b>Score 4.0 – more complex</b></p> <p style="text-align: center;">Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>The student will:</p>
<p style="text-align: center;"><b>Score 3.0 – the learning goal or expectation</b></p> <p>The student will:</p>
<p style="text-align: center;"><b>Score 2.0 – the simpler stuff</b></p> <p style="text-align: center;">Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will:</p>
<p style="text-align: center;"><b>Score 1.0</b></p> <p style="text-align: center;">With help, the student can perform Score 2.0 and 3.0 expectations</p>
<p style="text-align: center;"><b>Score 0.0</b></p> <p style="text-align: center;">Even with help, the student cannot perform expectations</p>

**DEVELOPING PROFICIENCY SCALES – SIMPLE SCALE**

A proficiency scale organises identified objectives as a sequence of information and skills—from a simpler learning goal, to the target learning goal, to a more complex learning goal. Stated differently, “proficiency scales articulate learning progressions for each prioritised standard. Learning progressions describe how students’ understanding of a topic develops over time” (Heflebower et al., 2014, p. 26).

**STEPS:**

1. Identify priority standards.
2. Translate the identified standard into a clear and specific learning goal or goals. A single priority standard may contain multiple learning goals.
3. The learning goal/s from the standard become the target learning goal/s of score 3.0 of the Proficiency Scale.
4. Create simpler learning goal/s by identifying knowledge or skills that are foundational (pre-requisite knowledge) to the target learning goal. This becomes the score 2.0 content. Simpler learning goals typically include vocabulary and basic processes.
5. Create a more complex learning goal by identifying information or skills that go above and beyond the target learning goal. To aid in creating score 4.0 learning goals, teachers can use a taxonomy that describes cognitive complexity, such as Robert J. Marzano and John Kendall’s (2007) New Taxonomy, Norman Webb’s (2006) Depth of Knowledge, or Lorin W. Anderson and David R. Krathwohl’s (2001) revision of Bloom’s Taxonomy. When using a taxonomy, identify the level of rigor specified by the score 3.0 target learning goal, and then devise a score 4.0 learning goal based on a higher level of the taxonomy.

Only the score 2.0, score 3.0, and score 4.0 contain specific content statements; the rest of the scale describes levels of proficiency by referencing score 2.0, 3.0, and 4.0 content. In the simple form of the proficiency scale, Score 1.0 indicates that, with help, the student shows partial knowledge of both the simpler learning goal (score 2.0 content) and the target learning goal (score 3.0 content). In a proficiency scale, help refers to probing questions and prompting by the teacher to discern any proficiency on the student’s part at score 2.0 or 3.0.

**GENERIC PROFICIENCY SCALE**

Score 4.0	More complex learning goal	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Target learning goal	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	Simpler learning goal	
	Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success	

**Table 3.3: Marzano and Kendall’s New Taxonomy**

Level of Difficulty	Mental Processes	Terms and Phrases
<b>Level 4: Knowledge Utilisation</b> – Applying information or processes in order to complete a larger task	<b>Decision-making:</b> Choosing between multiple options	<i>Decide</i> <i>Select the best among the following alternatives</i> <i>Which among the following would be best</i> <i>What is the best way</i> <i>Which of these is most suitable</i>
	<b>Problem-solving:</b> Overcoming obstacles or limiting conditions to reach a goal	<i>Solve</i> <i>How would you overcome</i> <i>Adapt</i> <i>Develop a strategy to</i> <i>Figure out a way to</i> <i>How will you reach your goal under these conditions</i>
	<b>Experimenting:</b> Generating explanations for a phenomenon and testing the accuracy of those explanations	<i>Experiment</i> <i>Generate and test</i> <i>Test the idea that</i> <i>What would happen if</i> <i>How would you test that</i> <i>How would you determine if</i> <i>How can this be explained</i> <i>Based on the experiment, what can be predicted</i>
	<b>Investigating:</b> Identifying questions and discovering answers	<i>Investigate</i> <i>Research</i> <i>Find out about</i> <i>Take a position on</i> <i>What are the differing features of</i> <i>How did this happen</i> <i>Why did this happen</i> <i>What would have happened if</i>

continued →

Level of Difficulty	Mental Processes	Terms and Phrases
<b>Level 3: Analysis –</b> Extending or elaborating on knowledge in a reasoned manner	<b>Matching:</b> Identifying similarities and differences	<i>Categorise</i> <i>Compare and contrast</i> <i>Differentiate</i> <i>Discriminate</i> <i>Distinguish</i> <i>Sort</i> <i>Create an analogy</i> <i>Create a metaphor</i>
	<b>Classifying:</b> Grouping information into categories	<i>Classify</i> <i>Organise</i> <i>Sort</i> <i>Identify a broader category</i> <i>Identify categories</i> <i>Identify different types</i>
	<b>Analysing Errors:</b> Evaluating the logic and accuracy of knowledge, conclusions or arguments	<i>Identify errors</i> <i>Identify problems</i> <i>Identify issues</i> <i>Identify misunderstandings</i> <i>Assess</i> <i>Critique</i> <i>Diagnose</i> <i>Evaluate</i> <i>Edit</i> <i>Revise</i>
	<b>Generalising:</b> Inferring broader conclusions from sets of known information	<i>Generalise</i> <i>What conclusions can be drawn</i> <i>What inferences can be made</i> <i>Create a generalisation</i> <i>Create a principle</i> <i>Create a rule</i> <i>Trace the development of</i> <i>Form conclusions</i>
	<b>Specifying:</b> Applying general rules to specific information or new situations	<i>Make and defend</i> <i>Predict</i> <i>Judge</i> <i>Deduce</i> <i>What would have to happen</i> <i>Develop an argument for</i> <i>Under what conditions</i>

Pages taken from Collaborative Teams That Transform Schools: The next steps in PLCs • MRL7484

Level of Difficulty	Mental Processes	Terms and Phrases
<b>Level 2: Comprehension</b> – Understanding and interpreting knowledge such that it can be stored in long-term memory	<b>Integrating:</b> Distilling detailed information into a general form and mixing it with prior knowledge	<i>Describe how or why</i> <i>Describe the key parts of</i> <i>Describe the effects</i> <i>Describe the relationship between</i> <i>Explain ways in which</i> <i>Paraphrase</i> <i>Summarise</i>
	<b>Symbolising:</b> Creating nonlinguistic representations of knowledge	<i>Symbolise</i> <i>Depict</i> <i>Represent</i> <i>Illustrate</i> <i>Draw</i> <i>Show</i> <i>Use models</i> <i>Diagram</i> <i>Chart</i>
<b>Level 1: Retrieval</b> – Bringing stored information from long-term memory to working memory	<b>Recognising:</b> Matching given information to stored knowledge	<i>Recognise (from a list)</i> <i>Select (from a list)</i> <i>Identify (from a list)</i> <i>Determine (if the following statements are true)</i>
	<b>Recalling:</b> Producing information from long-term memory in response to a given prompt	<i>Exemplify</i> <i>Name</i> <i>List</i> <i>Label</i> <i>State</i> <i>Describe</i> <i>Identify who</i> <i>Describe what</i> <i>Identify where</i> <i>Identify when</i>
	<b>Executing:</b> Recalling and carrying out procedural knowledge	<i>Use</i> <i>Demonstrate</i> <i>Show</i> <i>Make</i> <i>Complete</i> <i>Draft</i>

Source: Adapted from Marzano, 2009.

Pages taken from Collaborative Teams That Transform Schools: The next steps in PLCs • MRL7484



Strand: Number and Algebra		
Topic: Counting (connect number names with sets of up to 20 elements, estimate the size of these sets)		
Grade: Prep/Foundation		
Score	Learning Objectives	Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>I can</p> <ul style="list-style-type: none"> <li>Subitise small groups/collections</li> <li>Count to and from 1 to beyond 50/100</li> <li>Write any given number/all numbers</li> </ul>	<p>Refer to First Steps-Number – Book 1-Page 24</p> <p>environmental stimuli eg. handful of beans exposed briefly</p> <p><a href="http://www.scootle.edu.au/ec/viewing/S3939/AENI016.pdf">http://www.scootle.edu.au/ec/viewing/S3939/AENI016.pdf</a></p> <p>Subitising Cards – TeacherShare (school server)</p>
Score 3.0	<p>I can count forwards/backwards to 20</p> <ul style="list-style-type: none"> <li>Estimate a total</li> <li>Orally count to and from 20 with 1:1 correspondence in the correct order</li> <li>Count from any starting point</li> <li>Recognise/Identify a numeral from a set of cards (teacher provides spoken name)</li> <li>Name a numeral (written form-teacher points to card)</li> <li>Name the number word before/after a given number</li> </ul>	<p>Refer to First Steps-Number – Book 1- Beginning Page 26-27, Middle – Page 28-29</p> <p><a href="http://www.scootle.edu.au/ec/viewing/S3791/MMS_Maths_NEALS.pdf">http://www.scootle.edu.au/ec/viewing/S3791/MMS_Maths_NEALS.pdf</a></p> <p>Envision Maths – Activity Zone F – Box B – Numbers to 20</p> <p>Mathletics Online Lesson Resources :</p> <ul style="list-style-type: none"> <li>Order numbers to 20</li> <li>Before, After and between to 20</li> </ul>
Score 2.0	<p>I can</p> <ul style="list-style-type: none"> <li>Estimate a total</li> <li>Orally, count to and from 10 with 1:1 correspondence in the correct order</li> <li>Recognise/Identify a numeral from a set of cards (teacher provides spoken name)</li> <li>Name a numeral (written form -teacher points to card)</li> <li>Name the number word before/after a given number</li> <li>Count from any starting point</li> </ul> <p>I can Recognise or recall specific terminology, such as: number names (0-10),teens, zero, estimate, count, match, name, forward, back, before, after...</p>	<p><a href="http://www.scootle.edu.au/ec/viewing/S6181/index.html">http://www.scootle.edu.au/ec/viewing/S6181/index.html</a></p> <p><a href="http://www.scootle.edu.au/ec/viewing/S6181/resource-a.html">http://www.scootle.edu.au/ec/viewing/S6181/resource-a.html</a></p> <p><a href="http://www.scootle.edu.au/ec/viewing/S6181/resource-b.html">http://www.scootle.edu.au/ec/viewing/S6181/resource-b.html</a></p>
Score 1.0	With help I can do the things in Score2.0 and 3.0	
Score 0.0	Even with help, no understanding or skill demonstrated.	


Strand: Mathematics		
Topic: Number and Algebra: Fractions and decimals (ACMNA033)		
Year 2		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The student can apply their understanding of halves, quarters and eighths in real-life situations. They can explain what they have done and the fractions used.</p>	
		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>• Can divide collections and shapes into halves, quarters and eighths.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• recognises or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ half; quarter; eighths; fraction; divide</li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ sharing collections into two or four equal parts</li> <li>○ dividing shapes into two or four equal parts</li> <li>○ talking about what they have done using the terms, <b>'half'</b> and <b>'quarter'</b>.</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Year 3 Writing

Topic: Paragraphs		Sample Activities
Grade: 3		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  I can edit and revise my paragraphs to express and develop my ideas	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> I understand that paragraphs are a key organizational feature of written texts  <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>• Describe the key parts of a paragraph <i>First Steps Writing Resource Book (2009) p33</i></li> <li>• Explain the purpose of a paragraph in a written text (as a reader and as the author)</li> <li>• Summarise the ideas in paragraphs</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ paragraph</li> <li>○ chunk ideas</li> <li>○ topic sentence</li> <li>○ main idea (theme)</li> <li>○ supporting sentences</li> <li>○ concluding sentence</li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ how to group related information</li> <li>○ identify main idea</li> <li>○ identify supporting details</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>• Recognise a paragraph as a reader – a new paragraph signals to the reader that there will be a change (focus, time, place, speaker) and gives them time to take in each idea</li> <li>• List the ideas in a paragraph</li> </ul>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

Topic: History – Ways of life past and Present	
Grade: 4	
Score	Sample Activities
4.0	<p>I can <b>compare and contrast</b> examples of how and why life changed in the past</p> <p>I can <b>describe why</b> aspects of the past remained the same</p>
3.0	<p>I can <b>explain</b> how and why life changed in the past</p> <p>I can <b>identify</b> aspects of the past that remained the same</p>
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>- penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation'</li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>- describe life at the time (up to 1800's)</li> <li>- write a historical narrative</li> <li>- infer from photos or other visual and print texts that detail life in the past</li> </ul> </li> </ul>
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
	<p>Students investigate key people who arrived on the First Fleet, the reasons for the journey and experiences before and after their arrival. They analyse and explain their findings in a text such as a personal letter, diary, annotated photo album or newspaper article.  <a href="https://www.qcaa.qld.edu.au/downloads/p_10/ac_sa_hist_yr4_first_fleet.pdf">https://www.qcaa.qld.edu.au/downloads/p_10/ac_sa_hist_yr4_first_fleet.pdf</a></p>

Year 9: Algebra		
Learning Goal: You will be able to simplify expressions by collecting like terms, evaluate expressions using substitution and expand and factorise expressions using the distributive law (including binomials for expanding).		
Score	I can:	Sample Activities
Score 4.0	<ul style="list-style-type: none"> <li>Factorise quadratic trinomials</li> </ul>	<ul style="list-style-type: none"> <li>Factorise <math>x^2 + 5x - 14</math>.</li> </ul>
Score 3.0	<ul style="list-style-type: none"> <li>Simplify expressions by collecting like terms or by multiplying terms</li> <li>Evaluate formulae by substituting values</li> <li>Use the distributive law to expand and factorise expressions</li> <li>Expand binomial expressions using a diagram and algebraically using the distributive law</li> <li>Solve simple word problems involving binomials.</li> </ul>	<ul style="list-style-type: none"> <li>Simplify:                             <ul style="list-style-type: none"> <li>(i) <math>3ab + 7cd - 3cd + 5ab</math></li> <li>(ii) <math>2x \times 3y \times 6x</math></li> </ul> </li> <li>Find V when <math>V = \frac{4\pi r^3}{3}</math> and <math>r = 4.5</math></li> <li>Expand                             <ul style="list-style-type: none"> <li>(i) <math>6m(m - 3)</math></li> <li>(ii) <math>(x + 5)(x - 2)</math></li> </ul> </li> <li>Expand and simplify <math>2p(p-7) + 3p^2 - 4</math></li> <li>Factorise                             <ul style="list-style-type: none"> <li>(i) <math>24a + 20b</math></li> <li>(ii) <math>36xy - 42y^2</math></li> </ul> </li> <li>Expand <math>(d + 3)(d + 2)</math> using a diagram.</li> </ul>
Score 2.0	<ul style="list-style-type: none"> <li>Recognize or recall specific terminology such as variable, expression, equation, like terms, evaluation, substitution, expanded form, factorised form, binomial.</li> <li>Simplify simple expression containing like terms</li> <li>Evaluate simple expressions</li> <li>Use the distributive law to expand and factorise simple expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Simplify                             <ul style="list-style-type: none"> <li>(i) <math>2ab + 3ab</math></li> <li>(ii) <math>2a \times 3b</math></li> </ul> </li> <li>Evaluate <math>3a - 4</math> if <math>a = 2</math> <ul style="list-style-type: none"> <li>(i) Expand <math>2(x + 5)</math></li> <li>(ii) Factorise <math>14x - 7</math></li> </ul> </li> </ul>
Score 1.0	<p><b>With help, I can understand of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
Score 0.0	<p><b>Even with help, I cannot understand or demonstrate the skills being taught.</b></p>	

Proficiency Scale - Year 11 English Communication		
Unit 3: Literature meets the real world: comics, cartoons and the graphic novel		
Learning Goal: I can express my opinion about issues that are represented in a news text		
Score 4.0	My writing demonstrates in-depth inferences and applications that go beyond what was taught. I can: <ul style="list-style-type: none"> <li>experiment with and create representations of personal opinion beyond what was taught</li> </ul>	Sample Activities
Score 3.0 	I can: <ul style="list-style-type: none"> <li>identify the relevant issue in a news text and explain the opinion of the author</li> <li>articulate my opinion about the issue</li> <li>represent my opinion in words and images</li> </ul>	
Score 2.0	I can: <ul style="list-style-type: none"> <li>recognise and use specific vocabulary, such as: <i>opinion, representation, issue, main idea, controversial, media, point of view</i></li> <li>tell the difference between giving an opinion and representing someone else's opinion in a text</li> <li>form a personal opinion</li> </ul>	
Score 1.0	With help I can: <ul style="list-style-type: none"> <li>understand some of the ideas expressed of the news text</li> </ul>	
Score 0.0	Even with help, I cannot understand or demonstrate the skill.	

Students will understand the physiology of the cardiovascular system	
Score 4.0	I can use my knowledge to makes inferences about the importance of the CV system and the important role is plays in the body. In my evaluation I may make reference to the interaction between the CV system and the other systems of the body.
Score 3.0	I can explain and analyse the functions of the cardiovascular system including consideration of information such as composition of blood including red blood cells, white blood cells, plasma and platelets. I can recall role of the heart, lungs, blood vessels (arteries and veins).
Score 2.0	I can list and describe the functions of the cardiovascular system such as transport of nutrients, maintaining body temperature, removal of waste, inspiration and expiration.
Score 1.0	With help, I have success at achieving some of the requirements for a level 2.0.
Score 0.0	Even with help, I have limited success achieving any of the requirements for a level 2.0.

## Including Cognitive and Conative Skills

Creating a guaranteed and viable curriculum is transformational in that it provides teachers with a laser focus regarding the essential content they will teach. Collaborative teams can effect a second transformation in the curriculum by including skills that enable life-long learning. If students are to become university- and career-ready, the PLC process should take into account two categories of such skills: cognitive skills and conative skills (Marzano & Hefl ebower, 2012). *Cognitive skills* are “those needed to effectively process information and complete tasks” (Marzano et al., 2013, p. 24); *conative skills* involve one’s ability to evaluate both information and emotions and then respond or act appropriately (Marzano & Hefl ebower, 2012). Each category includes specific skills that can be directly taught and used to deepen students’ thinking (Marzano et al., 2013). The cognitive and conative skills are reported in tables 3.1 and 3.2, respectively.

**Table 3.1: Cognitive Skills**

Cognitive Skill	Definition
Generating conclusions	Combining information to create new ideas
Identifying common logical errors	Analysing conclusions or arguments for validity or truth
Presenting and supporting claims	Using reasons and evidence to support new ideas
Navigating digital sources	Finding relevant information online or in electronic resources and assessing its credibility
Problem-solving	Navigating obstacles and limiting conditions to achieve a goal
Decision-making	Methodically selecting the best option from among several good alternatives
Experimenting	Generating explanations for events or phenomena and testing the accuracy of those explanations
Investigating	Identifying questions about a topic, event or idea and discovering answers, solutions or predictions
Identifying basic relationships between ideas	Understanding and recognising how two ideas are connected by time, cause, addition or contrast
Generating and manipulating mental images	Creating images, symbols or imagined situations in one’s mind and using them to test ideas and solutions

**Table 3.2: Conative Skills**

Conative Skill	Definition
Becoming aware of the power of interpretations	Realising that feelings, assumptions and beliefs about a situation affect one’s perception of and reaction to it
Cultivating a growth mindset	Understanding that intelligence is not a fixed attribute and that effort can help one overcome challenges
Cultivating resiliency	Developing the ability to redouble one’s efforts when faced with a challenge, rather than giving up
Avoiding negative thinking	Preventing emotional reactions or anxiety about the future from controlling one’s thoughts and actions
Taking various perspectives	Discovering the reasons and supporting evidence behind various and opposing ideas
Interacting responsibly	Understanding that words and actions influence and affect other people and using effective and assertive communication
Handling controversy and conflict resolution	Combining controversial ideas to come up with a better idea and resolving conflicting ideas or situations in a way that benefits all parties





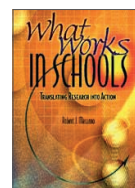




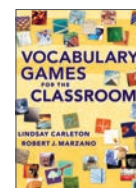


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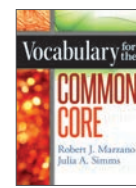
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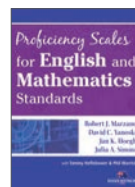
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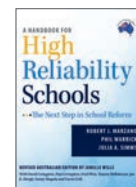
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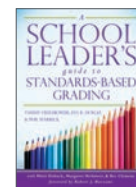
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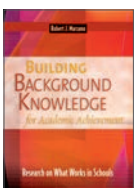
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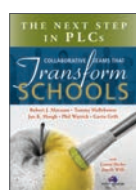
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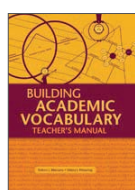
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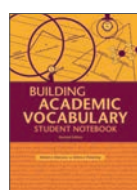
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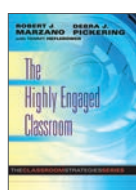
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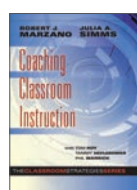
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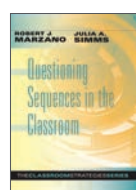
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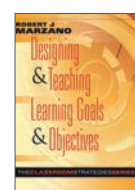
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