

Prep Achievement Standard elaborations

Achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year.

Prep Achievement Standard

By the end of Prep, students share knowledge and ideas about images of God. Students know who Jesus is and recall simple key concepts and stories about Jesus' life. Students respond to a simple retelling of events in Holy Week.

By the end of Prep, students identify feelings associated with belonging to a group and identify times we celebrate together. Students display a sense of awe and wonder of the world.

By the end of Prep, students identify and give examples of good choices they make every day. Students identify what is special about themselves and the people they love.

By the end of Prep, students engage in and contribute to prayer time. Students make the Sign of the Cross using the correct ritual movements. Students recognise that the Bible is a special book that is treated with respect.

The standards elaborations should be used in conjunction with the Religion Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Religion achievement standard to make judgments on a five-point scale. The standard elaborations for Religion have been developed using the Religion Curriculum content descriptions and the achievement standard. They promote:

- Alignment of curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- Continuity of skill development from one year of schooling to another.

The standard elaborations for Religion support:

- Making judgments on a five-point scale based on evidence of learning in a folio of a child's work.
- Planning an assessment program and individual assessments
- Developing task specific standards¹

¹ Queensland Curriculum & Assessment Authority (QCAA), Standards Elaborations <https://www.qcaa.qld.edu.au/27953.html>. The information on this page regarding standard elaborations for Religion is written in alignment with the standards elaborations written by QCAA for the Australian Curriculum.

		Applying (AP)	Making Connections (MC)	Working With (WW)	Exploring (EX)	Becoming Aware (BA)
The folio of a child's work has the following characteristics.						
K N O W L E D G E U N D E R S T A N D I N G S	Knowledge	Clear description of: <ul style="list-style-type: none"> feelings associated with belonging to a group good choices what is special about themselves what is special about people they love the Bible as a special book and how it should be treated with care. 	Description of: <ul style="list-style-type: none"> feelings associated with belonging to a group good choices what is special about themselves what is special about people they love the Bible as a special book and how it should be treated with care. 	Identification of: <ul style="list-style-type: none"> feelings associated with belonging to a group good choices bad choices what is special about themselves what is special about people they love the Bible as a special book 	Guided identification of: <ul style="list-style-type: none"> feelings associated with belonging to a group good choices what is special about themselves what is special about people they love the Bible as a special book. 	Directed identification of: <ul style="list-style-type: none"> feelings associated with belonging to a group good choices what is special about themselves what is special about people they love the Bible as a special book.
	Skills	Sharing of ideas and images of a loving God using relevant creative expression and religious language.	Sharing of ideas and images of a loving God using some creative expression.	Sharing of ideas and images of a loving God.	Guided sharing of ideas and images of a loving God.	Directed sharing of ideas and images of a loving God.
		Clear retelling of: <ul style="list-style-type: none"> simple stories and concepts about Jesus' family life, simple stories about how Jesus acted towards others 	Effective retelling of: <ul style="list-style-type: none"> simple stories and concepts about Jesus' family life, simple stories about how Jesus acted towards others 	Relevant retelling of: <ul style="list-style-type: none"> simple stories and concepts about Jesus' family life, simple stories about how Jesus acted towards others 	Guided retelling of: <ul style="list-style-type: none"> simple stories and concepts about Jesus' family life, simple stories about how Jesus acted towards others 	Directed retelling of: <ul style="list-style-type: none"> simple stories and concepts about Jesus' family life, simple stories about how Jesus acted towards others

A N D S K I L L S		Clear and effective use of the correct ritual movements when making the Sign of the Cross.	Effective use of the correct ritual movements when making the Sign of the Cross	Uses the correct ritual movements when making the Sign of the Cross.	Guided use of appropriate ritual movements when making the Sign of the Cross	Directed use of appropriate ritual movements when making the Sign of the Cross.
		Clear and effective participation in prayer using appropriate words, actions and songs.	Effective participation in prayer using appropriate words, actions and songs.	Participation in prayer using appropriate words, actions and songs.	Guided participation in prayer using appropriate words, actions and songs.	Directed participation in prayer using appropriate words, actions and songs.
		Explained suggestions of appropriate religious symbols and objects to be used in prayer.	Suggestions of appropriate religious symbols and objects to be used in prayer.	Suggestions of simple symbols and objects to be used in pray.	Guided suggestions of simple symbols and objects to be used in prayer.	Directed statements about simple symbols and objects to be used in prayer.
		Clear communication of a sense of awe and wonder with the created world.	Effective communication of a sense of awe and wonder with the created world	Communicates a sense of awe and wonder with the created world	Guided communication of a sense of awe and wonder with the created world	Directed communication of a sense of awe and wonder with the created world.

Key

- AP The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to a new situation.
- MC The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations.
- WW The child can work with the curriculum content and demonstrates understanding n of the required knowledge. The child applies skills in situations familiar to them.
- EX The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them.

BA the Child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning use skills in situations familiar to them.

The following terms and key words are used in the Prep Year religion standard elaborations. They help to clarify the descriptors.

Term	Description
Clear; Clearly	Easy to perceive, understand or interpret
Describe	Give an account of characteristics or features
Directed	Following the instructions of the facilitator
Effective	Capably meets the described requirements
Guided	Visual and/or verbal prompts to facilitate or support independent action
Identification	Establish or indicate who or what someone or something is
Relevance, relevant	Applicable and pertinent
Use of	To operate or put into effect

