

# Illustrate the Standards

## Purpose:

To deepen staff understanding of the progression of each of the levels in the Achievement Standards.

To build a visual picture of and language for the progression.

To facilitate dialogue in teams, focused on building a shared understanding of key skills.

## Where and when to use this:

This activity, works with staff at different levels of familiarity with the Achievement Standards in Religious Education.

At the heart of this activity is to use images rather than text to push the team to focus on what operating at that standard would look like and how we can tell.

This can be used, simply as a different mode for engaging with the standards, or can also be a way of developing a visual language for communicating aspects of the standards as a team and with students.

## How to begin/execute this:

Ensure all participants have access to the Religious Education Achievement Standards ([Entry to 5](#)) (6 to 13).

You will need:

- Poster sheets for each level (see template to the right)
- Markers/textas
- A slide presentation is available to support leading this activity.

Ensure you have a team working with each level that is relevant to your school context/students.

### **Phase 1**

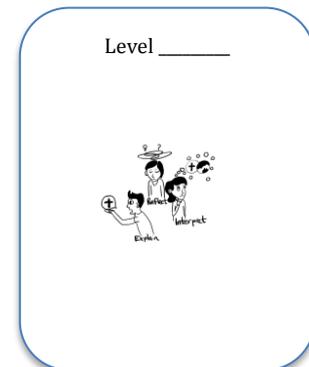
Instructions for each group:

Imagine a learner is demonstrating the skills at the standard you have been given.

Using images/symbols only (no words) to illustrate what would a learner be doing, or saying/writing or making and how sophisticated would this be to show you they have successfully achieved the standard? (What would we see them doing?)

Keep the illustrations as simple as possible.

Focus on one strand at a time.



## Phase 2

Use words to label each aspect of your illustration.

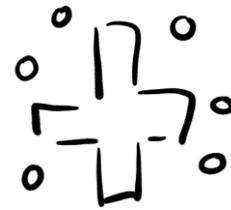
Explain your illustration to your colleagues.

As a team, examine the progression when each of the levels sit side by side. Is the skill progression clear? Does each truly reflect the depth of each standard?

If not, what aspects require further collaboration or clarification in order to ensure we have a shared understanding and that this reflects the standard?

### Possible variations:

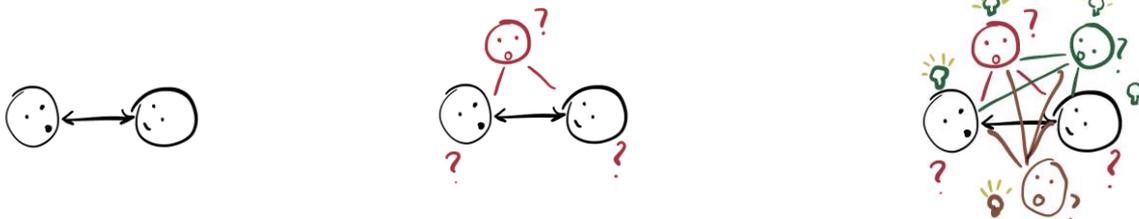
Use this exercise to develop symbols or images that help communicate complex expectations. This could become part of the team's visual toolkit for communicating with each other and with students. For example, the symbol to the right was a team's visual shorthand for the principles of Catholic Social Teaching. This could become a consistent way of communicating this in future at other times.



For complex skills and images, what would small stages of progress towards that standard look like? One team that were illustrating the Reasoning and Responding standard for Level 11 used the image below to represent "discussing factors that influence thinking".



As a team, imagine a student is not quite ready to demonstrate this? What might a pathway look to achieve this?



This kind of thinking and dialogue leads to clarifying what progression towards achieving a standard might look like for a student. It may also help teachers to notice the shifts when they occur and to plan relevant learning opportunities to extend students' skills.

By engaging to this level, teams are supported to create their own rubrics for assessment.



**Additional Resources:**

[“What is Visual Thinking?”](#) (Video from Scriberia)

[“How to Draw to Remember More”](#) (Video of Graham Shaw on TEDxVienna)

[“Shaping Your Thinking”](#) (Video of Brandy Agerbeck at TEDxWindyCity)

