# The Arts

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

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| **Assessable elements:**  • identify the valued features of the key learning area to be assessed  • draw from the two dimensions of the Essential Learnings: **Ways of working**  and **Knowledge and understanding**  • can be used together or independently when designing assessment. | **Descriptors:**  • indicate the qualities evident in student work  • use an A–E scale. |

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| **Assessable**  **elements** | **Descriptors** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: | | | | |
| **Knowledge and**  **understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Creating** | Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes | Informed and effective creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes | Relevant and competent creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes | Variable creation of arts works to express ideas using arts elements, techniques, skills and processes | Minimal creation of arts works using arts elements, techniques, skills and processes |
| **Presenting** | Controlled presentation of arts works to display interpretive and technical skills | Effective presentation of arts works to display interpretive and technical skills | Credible presentation of arts works to display interpretive and technical skills | Variable presentation of arts works to display interpretive and technical skills | Minimal presentation of arts works to display interpretive and technical skills |
| **Responding** | Perceptive response to arts works using arts elements and languages | Informed response to arts works using arts elements and languages | Relevant response to arts works using arts elements and languages | Narrow response to arts works using arts elements and languages | Cursory response to arts works using arts elements and languages |
| **Reflecting** | Perceptive reflection on learning | Informed reflection on learning | Relevant reflection on learning | Superficial reflection on learning | Cursory reflection on learning |

# Health and Physical Education

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

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| **Assessable elements:**  • identify the valued features of the key learning area to be assessed  • draw from the two dimensions of the Essential Learnings: **Ways of working**  and **Knowledge and understanding**  • can be used together or independently when designing assessment. | **Descriptors:**  • indicate the qualities evident in student work  • use an A–E scale. |

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| **Assessable**  **elements** | **Descriptors** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: | | | | |
| **Knowledge and understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Investigating** | Insightful identification of questions and issues to plan and conduct investigations | Effective identification of questions and issues to plan and conduct investigations | Competent identification of questions and issues to plan and conduct investigations | Variable identification of questions and issues to plan and conductinvestigations | Minimal identification of questions and issues to plan and conduct investigations |
| Insightful analysis and evaluation of information and evidence to communicate well-reasoned conclusions and decisions | Logical analysis and evaluation of information and evidence to communicate reasoned conclusions and decisions | Relevant analysis and evaluation of information and evidence to communicate credible conclusions and decisions | Variable analysis and evaluation of information and evidence to communicate obvious conclusions and decisions | Cursory analysis and evaluation of information and evidence to communicate conclusions and decisions |
| **Planning** | Significant and well-justified proposals that promote movement capacities, health and wellbeing and personal development | Pertinent and justified proposals that promote movement capacities, health and wellbeing and personal development | Relevant and justified proposals that promote movement capacities, health and wellbeing and personal development | Relevant suggestions that promote movement capacities, health and wellbeing and personal development and decisions | Cursory suggestions that promote movement capacities, health and wellbeing and personal development |
| **Implementing and applying** | Insightful implementation of proposals | Effective implementation of proposals | Appropriate implementation of proposals | Variable implementation of proposals | Minimal implementation of proposals |
| Skilful application of concepts and skills | Proficient application of concepts and skills | Competent application of concepts and skills | Variable application of concepts and skills | Minimal application of concepts and skills |
| **Reflecting** | Perceptive reflection on influencing factors, actions and learning | Informed reflection on influencing factors, actions and learning | Relevant reflection on influencing factors, actions and learning | Superficial reflection on influencing factors, actions and learning | Cursory reflection on influencing factors, actions and learning |

# Languages

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

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| **Assessable elements:**  • identify the valued features of the key learning area to be assessed  • draw from the two dimensions of the Essential Learnings: **Ways of working**  and **Knowledge and understanding**  • can be used together or independently when designing assessment. | **Descriptors:**  • indicate the qualities evident in student work  • use an A–E scale. |

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| **Assessable**  **elements** | **Descriptors** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: | | | | |
| **Knowledge and understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Comprehending texts** | Insightful interpretation of ideas and information in texts | Proficient interpretation of ideas and information in texts | Competent interpretation of ideas and information in texts | Variable identification of obvious ideas and information in texts | Vague identification of ideas and information in texts |
| **Composing texts** | Clear and accurate communication of meaning in spoken and written texts | Coherent and accurate communication of meaning in spoken and written texts | Sound communication of meaning in spoken and written texts | Disjointed communication of meaning in spoken and written texts | Unclear communication of meaning in spoken and written texts |
| **Intercultural competence** | Discerning comparison of aspects of languages, cultures and identity | Logical comparison of aspects of languages, cultures and identity | Relevant comparison of aspects of languages, cultures and identity | Disjointed comparison of aspects of languages, cultures and identity | Cursory comparison of aspects of languages, cultures and identity, with support |
| Insightful use of appropriate language and practices in intercultural situations | Effective use of appropriate language and practices in intercultural situations | Competent use of appropriate language and practices in intercultural situations | Variable use of appropriate language practices in intercultural situations | Minimal use of appropriate language and practices in intercultural situations |
| **Reflecting** | Perceptive reflection on language choices and learning | Informed reflection on language choices and learning | Relevant reflection on language choices and learning | Superficial reflection on language choices and learning | Cursory reflection on language choices and learning |

# Studies of Society and Environment

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

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| **Assessable**  **elements** | **Descriptors** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: | | | | |
| **Knowledge and understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Investigating** | Insightful identification of issues, development of questions, and use of inquiry processes | Effective identification of issues, development of questions, and use of inquiry processes | Competent identification of issues, development of questions and use of inquiry processes | Variable identification of issues, development of questions and use of inquiry processes | Minimal identification of issues, development of questions and use of inquiry processes |
| Discerning analysis and evaluation of evidence and information to draw well-reasoned conclusions | Logical analysis and evaluation of evidence and information to draw reasoned conclusions | Relevant analysis and evaluation of evidence and information to draw credible conclusions | Narrow analysis and evaluation of evidence and information to propose obvious conclusions | Cursory analysis and evaluation of evidence and information to propose conclusions |
| **Communicating** | Clear and accurate communication conforming to the conventions of text types | Coherent and accurate communication conforming to the conventions of text types | Sound communication conforming to the conventions of text types | Disjointed communication using some conventions of text types | Unclear communication using some conventions of text types |
| **Participating** | Skilful use of strategies to act on issues | Effective use of strategies to act on issues | Appropriate use of strategies to act on issues | Variable use of strategies to act on issues | Minimal use of strategies to act on issues |
| **Reflecting** | Perceptive reflection on investigations, values, perspectives and learning | Informed reflection on investigations, values, perspectives and learning | Relevant reflection on investigations, values, perspectives and learning | Superficial reflection on investigations, values, perspectives and learning | Cursory reflection on investigations, values, perspectives and learning |

# Technology

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

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| **Assessable elements:**  • identify the valued features of the key learning area to be assessed  • draw from the two dimensions of the Essential Learnings: **Ways of working**  and **Knowledge and understanding**  • can be used together or independently when designing assessment. | **Descriptors:**  • indicate the qualities evident in student work  • use an A–E scale. |

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| **Assessable**  **elements** | **Descriptors** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: | | | | |
| **Knowledge and understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Investigating and designing** | Discerning interpretation and analysis of information and evidence to generate well-reasoned design ideas | Logical interpretation and analysis of information and evidence to generate convincing design ideas | Relevant interpretation and analysis of information and evidence to generate credible design ideas | Variable interpretation and analysis of information and evidence to generate design ideas | Rudimentary interpretation and analysis of information and evidence to generate design ideas |
| **Producing** | Controlled and skilful implementation of production processes to make products | Purposeful and effective implementation of production processes to make products | Appropriate and credible implementation of production processes to make products | Variable implementation of production processes to make products | Minimal implementation of production processes to make products |
| **Evaluating** | Perceptive evaluation of products and processes | Informed evaluation of products and processes | Relevant evaluation of products and processes | Narrow evaluation of products and processes | Cursory evaluation of products and processes |
| **Reflecting** | Perceptive reflection on the impact of technology and on their learning | Informed reflection on the impact of technology and on their learning | Relevant reflection on the impact of technology and on their learning | Superficial reflection on the impact of technology and on their learning | Cursory reflection on the impact of technology and on their learning |