# 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.

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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 |