

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