# English

### 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 |
| **Interpreting**  **texts** | Insightful interpretation of purpose, audience, subject matter and text types | Pertinent interpretation of purpose, audience, subject matter and text types | Relevant interpretation of purpose, audience, subject matter and text types | Variable interpretation of purpose, audience, subject matter and text types | Vague interpretation of purpose, audience, subject matter and text types |
| **Constructing**  **texts** | Discerning and controlled use of language elements and text types in literary and non-literary texts to suit audience and purpose | Purposeful and effective use of language elements and text types in literary and non-literary texts to suit audience and purpose | Appropriate and competent use of language elements and text types in literary and non-literary texts to suit audience and purpose | Variable use of language elements and text types in literary and non-literary texts to suit audience and purpose | Rudimentary use of language  elements and text types in literary and non-literary texts to suit audience and purpose |
| **Appreciating**  **texts** | Well-reasoned judgments and opinions about texts | Reasoned judgments and opinions about texts | Credible judgments and opinions about texts | Obvious judgments and opinions about texts | Cursory judgments and opinions about texts |
| **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 |