

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
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