# 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 |