Languages

Queensland Curriculum, Assessment and Reporting Framework

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
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