# Science

### 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 |
| **Investigating** | Insightful application of science procedures to plan and conduct investigations | Effective application of science procedures to plan and conduct investigations | Competent application of science procedures to plan and conduct investigations | Variable application of science procedures to plan and conduct investigations | Minimal application of science procedures to plan and conduct investigations |
| Discerning analysis and evaluation to draw well-reasoned conclusions | Logical analysis and evaluation to draw reasoned conclusions | Relevant analysis and evaluation to draw credible conclusions | Narrow analysis and evaluation to propose obvious conclusions | Cursory analysis and evaluation to propose conclusions |
| **Communicating** | Clear and accurate communication using illustrations, representations and terminology | Coherent and accurate communication using illustrations, representations and terminology | Sound communication using illustrations, representations and terminology | Disjointed communication usingsome illustrations, representations and terminology | Unclear communication using some illustrations and representations and terminology |
| **Reflecting** | Perceptive reflection on science investigations, values, perspectives and learning | Informed reflection on science investigations, values, perspectives and learning | Relevant reflection on science investigations, values, perspectives and learning | Superficial reflection on science investigations, values, perspectives and learning | Cursory reflection on science investigations, values, perspectives and learning |