

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
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 using some 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