Studies of Society and Environment

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 identification of issues, development of questions, and use of inquiry processes	Effective identification of issues, development of questions, and use of inquiry processes	Competent identification of issues, development of questions and use of inquiry processes	Variable identification of issues, development of questions and use of inquiry processes	Minimal identification of issues, development of questions and use of inquiry processes
	Discerning analysis and evaluation of evidence and information to draw well-reasoned conclusions	Logical analysis and evaluation of evidence and information to draw reasoned conclusions	Relevant analysis and evaluation of evidence and information to draw credible conclusions	Narrow analysis and evaluation of evidence and information to propose obvious conclusions	Cursory analysis and evaluation of evidence and information to propose conclusions
Communicating	Clear and accurate communication conforming to the conventions of text types	Coherent and accurate communication conforming to the conventions of text types	Sound communication conforming to the conventions of text types	Disjointed communication using some conventions of text types	Unclear communication using some conventions of text types
Participating	Skilful use of strategies to act on issues	Effective use of strategies to act on issues	Appropriate use of strategies to act on issues	Variable use of strategies to act on issues	Minimal use of strategies to act on issues
Reflecting	Perceptive reflection on investigations, values, perspectives and learning	Informed reflection on investigations, values, perspectives and learning	Relevant reflection on investigations, values, perspectives and learning	Superficial reflection on investigations, values, perspectives and learning	Cursory reflection on investigations, values, perspectives and learning