# Technology

### 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 and designing** | Discerning interpretation and analysis of information and evidence to generate well-reasoned design ideas | Logical interpretation and analysis of information and evidence to generate convincing design ideas | Relevant interpretation and analysis of information and evidence to generate credible design ideas | Variable interpretation and analysis of information and evidence to generate design ideas | Rudimentary interpretation and analysis of information and evidence to generate design ideas |
| **Producing** | Controlled and skilful implementation of production processes to make products | Purposeful and effective implementation of production processes to make products | Appropriate and credible implementation of production processes to make products | Variable implementation of production processes to make products | Minimal implementation of production processes to make products |
| **Evaluating** | Perceptive evaluation of products and processes | Informed evaluation of products and processes | Relevant evaluation of products and processes | Narrow evaluation of products and processes | Cursory evaluation of products and processes |
| **Reflecting** | Perceptive reflection on the impact of technology and on their learning | Informed reflection on the impact of technology and on their learning | Relevant reflection on the impact of technology and on their learning | Superficial reflection on the impact of technology and on their learning | Cursory reflection on the impact of technology and on their learning |