Technology

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
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