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| English Faculty A-E Grading Overview – Descriptors of Achievement Level in Areas of Assessment |

**Introduction**

The following tables are organised by stage and year. The seven ‘Areas of Assessment’ developed by Bellingen High School English Faculty are set out for each year and are followed by elaborations of the general performance descriptors for each ‘area’. These elaborations, henceforth called ‘Descriptors of Achievement Level’ are drawn from the following sources:

* BOSTES Course Performance Descriptors for English Stage 5.
* Literacy Continuum Clusters 13-16
* ETA and DEC Concept Continuum
* The Australian Curriculum Outcomes and Objectives for Stages 4 ad 5.

**Application of these descriptors of achievement level**

The English Faculty utilises these descriptors in the following ways:

* Student samples of achievement at each level for each area of assessment are kept as exemplars for students, parents and staff.
* Marking guidelines for assessment tasks are developed from these descriptors
* Moderation and marking of assessment tasks is guided by these descriptors.

**General Performance Descriptors (from DEC/NESA syllabus documents)**

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| **A** | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| **B** | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| **C** | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| **D** | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| **E** | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

**Stage 4 - Year 7 and 8: Descriptors of Achievement Level**

## DEVELOPED BY AND FOR BELLINGEN HIGH SCHOOL©

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| Area of Assessment | E | D | C | B | A |
| 1. Response   to text | A student:  demonstrates an elementary understanding of some content drawn from texts; | A student:  demonstrates a basic understanding of content drawn from a range of texts; | A student:  responds soundly to a range of texts;  shows some understanding of features such as context and perspective; demonstrates an adequate understanding of complex texts; | A student:  responds thoughtfully to a range of demanding texts;  understands features such as context and perspective to a high degree;  thoughtfully analyses and evaluates complex texts;  can apply knowledge gained to new situations | A student:  responds in depth and with insight to a range of demanding texts;  understands features such as context and perspective; constructively and critically analyses and evaluates complex texts;  can readily apply knowledge gained to new situations |
| 1. Use of language forms and features | A student:  Elementary understanding of language forms and features | A student:  Demonstrates basic knowledge of language forms and features | A student:  demonstrates sound knowledge of language forms and features and considers their effectiveness in conveying the composer’s purpose | A student:  demonstrates thorough knowledge of language forms and features and understands their effectiveness in conveying the composer’s purpose | A student:  demonstrates extensive knowledge of language forms and features and evaluates their effectiveness in conveying the composer’s purpose |
| 1. Expression | A student:  has elementary understanding of the use of imagery. Their compositions are brief and deficient of imagery | A student:  expresses him/herself in a basic manner attempting to use imagery | A student:  expresses him/herself imaginatively in a sound manner through use of verbal and visual imagery;  is sometimes able to utilise symbolic conceptual interpretations;  has a developing personal style;  demonstrates sound ability with multimodal texts | A student:  expresses him/herself imaginatively in an effective manner through use of verbal and visual imagery;  is able to utilise symbolic conceptual interpretations;  has a thoughtful personal style;  demonstrates effective use of multimodal texts | A student:  expresses him/herself imaginatively in highly effective manner through use of verbal and visual imagery;  is typically able to utilise symbolic conceptual interpretations;  has a distinct personal style;  demonstrates confidence with multimodal texts |
| 1. Composition of text | A student:  may have difficulty constructing coherent texts. Written and spoken work may be disorganised or elementary | A student:  creates texts with a basic overall structure and purpose. Texts will have significant deficiencies in structure and organisation | A student:  creates focused and coherent texts that show a developing style;  uses sound oral and written techniques to compose texts for a variety of purposes;  demonstrates sound competence in oral presentations | A student:  has a strong personal style;  creates sustained and coherent texts that engage a specific audience;  uses powerful oral and written techniques to compose texts for a variety of purposes;  demonstrates a high level competence in oral presentations | A student:  has a distinct personal style;  creates sustained and coherent texts that engage a specific audience;  uses sophisticated oral and written techniques to compose texts for a variety of purposes;  demonstrates very high level competence in oral presentations |
| 1. Conceptual engagement | A student:  Shows elementary understanding of higher order thinking; has elementary idea of conceptual engagement | A student:  demonstrates a limited understanding of higher order thinking; has limited idea of conceptual engagement | A student:  demonstrates developing higher order thinking;  is developing sound confidence to either confirm or challenge textual ideas; is developing an understanding of the relationships between texts and the influence of context and perspective; is developing  a personal voice to express abstract ideas;  is developing an understanding of how to generalise, amalgamate ideas and justify their interpretation | A student:  demonstrates higher order thinking;  is developing effective confidence to either confirm or challenge textual ideas;  has an understanding of the relationships between texts and the influence of context and perspective; has an understanding of how to develop a personal voice about abstract ideas;  has an understanding of how to generalise, amalgamate ideas and justify their interpretation | A student:  demonstrates extensive higher order thinking;  has the confidence to either confirm or challenge textual ideas;  recognises relationships between texts and the influence of context and perspective;  develops a strong personal voice about abstract ideas;  is able to generalise, amalgamate ideas and justify their interpretation |
| 1. Skills for learning | A student:  has an elementary understanding of the skills required for learning | A student:  has limited understanding of self-reflection; demonstrates limited engagement in evaluating work; does not work constructively with others | A student:  is gaining an understanding on how to reflect on individual and collaborative skills;  Is gaining an understanding of how to engage in critical self-reflection and critical evaluation of work;  is learning to work with others | A student:  has an understanding on how to reflect on individual and collaborative skills;  has an understanding of how to engage in critical self-reflection and critical evaluation of work;  works with others (inc reviewing, discussing and giving feedback) | A student:  reflects on individual and collaborative skills;  engages in critical self-reflection and critical evaluation of work;  works constructively with others (inc reviewing, discussing and giving feedback) |
| 1. Control of language | A student:  has an elementary knowledge of the control of language. | A student:  has a limited knowledge of and a limited ability to apply language features. Little paragraphing, spelling, sentence structure and modality | A student:  demonstrates a knowledge of, and an ability to apply, some language features;  attempts to control paragraphing, spelling, sentence structure, and modality | A student:  demonstrates a thorough knowledge of, and competent level ability to apply, a range of language features;  controls paragraphing, spelling, sentence structure, and modality | A student:  demonstrates an extensive knowledge of, and high level ability to apply, a range of language features;  effectively controls paragraphing, spelling, sentence structure, and modality |