VCE CCAFL: Performance Descriptors

| VCE CCAFL  SCHOOL-ASSESSED COURSEWORK | | | | | |
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| **Performance Descriptors** | | | | | |
| ***Unit 4***  ***Outcome 1***  Present information in a spoken presentation and participate in a discussion about the content of the presentation in <LANGUAGE> | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Expresses limited information, experiences, opinions, or arguments relating to a particular point of view.  Includes very limited information that reflects very few aspects of the context, purpose, audience, or cultural perspectives of the task. | Expresses and presents some information, experiences, opinions, or arguments relating to a particular point of view.  Includes limited information that reflects few aspects of the context, purpose, audience, or cultural perspectives of the task. | Expresses and presents a satisfactory range of information, experiences, opinions, and/or arguments relating to a particular point of view.  Includes some ideas that partially reflect context, purpose, audience and cultural perspectives of the task. | Expresses and presents detailed information, experiences, opinions, and/or arguments relating to a particular point of view.  Includes a range of terms and ideas that appropriately reflect the context, purpose, audience and cultural perspectives of the task. | Expresses and presents very detailed information, experiences, opinions, and/or arguments relating to a particular point of view.  Includes a broad range of terms and ideas that skillfully reflect the context, purpose, audience and cultural perspectives of the task. |
| Responds to questions with a limited range of ideas.  Demonstrates a limited ability to elaborate or justify opinions. | Engages with parts of the discussion through responses to questions with some relevant ideas.  Offers a limited elaboration or justification of opinions. | Engages soundly with the discussion through responses to questions with a range of relevant ideas.  Offers some elaboration and justification of opinions. | Engages effectively with the discussion through responses to questions with a broad range of relevant ideas.  Offers a detailed elaboration and justification of opinions. | Engages thoroughly with the discussion through detailed responses to questions with a very broad range of relevant ideas.  Offers a comprehensive elaboration and justification of opinions. |
| Demonstrates limited oral language to engage with the interlocutor.  Responds to a limited range of non-verbal forms of communication.  Demonstrates a very limited capacity to identify errors or to self-correct which frequently impedes the flow of the presentation or discussion. | Demonstrates some oral language to engage with the interlocutor.  Responds to some non-verbal forms of communication or cues for turn-taking.  Demonstrates limited capacity to identify errors and or to self-correct which impedes the flow of the presentation or discussion. | Demonstrates satisfactory oral language to engage with the interlocutor.  Responds to non-verbal forms of communication and cues for turn-taking.  Uses some communication and repair strategies as required. | Demonstrates effective oral language to engage with the interlocutor.  Uses and responds to non-verbal forms of communication and cues for turn-taking appropriately.  Uses a range of communication and repair strategies as required. | Demonstrates highly effective oral language to engage with the interlocutor.  Uses and responds to non-verbal forms of communication and cues for turn-taking effectively.  Uses a broad range of communication and repair strategies as required. |
| Uses a very narrow range of vocabulary, grammar and expressions appropriate for presenting information, explaining opinions or sharing ideas with some accuracy with very limited accuracy.  Uses very limited appropriate pronunciation, intonation, stress and tempo which interferes with ability to convey meaning. | Uses a narrow range of vocabulary, grammar and expressions appropriate for presenting information, explaining opinions or sharing ideas with limited accuracy.  Uses limited appropriate pronunciation, intonation, register, stress and/or tempo. | Uses a satisfactory range of vocabulary, grammar and expressions appropriate for presenting information, explaining opinions or sharing ideas with some accuracy.  Demonstrates some appropriate pronunciation, intonation, register, stress and/or tempo. | Uses a broad range of vocabulary, grammar and expressions appropriate for presenting information, explaining opinions or sharing ideas accurately.  Demonstrates appropriate pronunciation, intonation, register, stress and tempo. | Uses a very broad range of vocabulary, grammar and expressions appropriate for presenting information, explaining opinions or sharing ideas accurately.  Demonstrates highly appropriate pronunciation, register, intonation, stress and tempo. |

KEY to marking scale based on the Outcome contributing 20 marks

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| Very Low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very High 17–20 |