VCE CCAFL: Performance Descriptors

| VCE CCAFL  SCHOOL-ASSESSED COURSEWORK | | | | | |
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| **Performance Descriptors** | | | | | |
| ***Unit 4***  ***Outcome 2***  Identify information from texts in <LANGUAGE> related to different aspects of the subtopic studied and use relevant information to write an extended response for a specific context, purpose and audience in <LANGUAGE>. | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Demonstrates a very limited understanding and interpretation of information, key ideas, or detailed points in the listening and reading texts and a visual text where relevant. | Demonstrates limited understanding and interpretation of information, key ideas, or detailed points in the listening and reading texts and a visual text where relevant.  Demonstrates limited recognition of cultural, linguistic or contextual aspects in the texts. | Demonstrates a sound understanding and interpretation of information, key ideas, and detailed points in the listening and reading texts and a visual text where relevant.  Demonstrates satisfactory recognition of cultural, linguistic or contextual aspects critical to meaning in the texts. | Demonstrates a detailed understanding and interpretation of information, key ideas, and detailed points in the listening and reading texts and a visual text where relevant.  Demonstrates clear recognition of cultural, linguistic or contextual aspects critical to meaning in the texts. | Demonstrates a very detailed understanding and interpretation of information, key ideas, and detailed points in the listening and reading texts and a visual text where relevant.  Demonstrates very clear recognition of cultural, linguistic or contextual aspects critical to meaning in the texts. |
| Identifies very limited information from the texts to support views or interpretations..  Identifies very few similarities and differences between the text, and the ideas and perspectives expressed in the texts are largely conveyed in isolation from one another. | Identifies limited evidence from the texts to support views or interpretations, some of which is not relevant.  Identifies few similarities and difference between texts, or relationships between key ideas or perspectives expressed in the texts. | Extracts some relevant evidence from the texts to support particular views or interpretations.  Identifies some similarities and difference between texts, and relationships between key ideas and perspectives expressed in the texts.. | Extracts appropriate and relevant evidence from the texts to support particular views or interpretations of information.  Identifies detailed similarities and difference between texts, and relationships between key ideas and perspectives expressed in the texts. | Extracts highly appropriate and relevant evidence from the texts to support particular views or interpretation of information.  Identifies very detailed similarities and difference between texts, and relationships between key ideas and perspectives expressed in the texts. |
| Uses a very narrow range of familiar language (including spelling, grammar, punctuation and text type conventions) demonstrating a very limited level of accuracy and clarity.  Demonstrates a very limited use of language for analysis or comparison of ideas.  Demonstrates writing with very limited consideration for the context, audience, purpose or text type. | Uses a narrow range of familiar language (including spelling, grammar, punctuation and text type conventions) demonstrating limited levels of accuracy and clarity.  Demonstrates limited use of language for analysis or comparison of ideas.  Demonstrates writing with very limited consideration for the context, audience, purpose or text type. | Uses familiar language appropriately (including spelling, grammar, punctuation and text conventions) demonstrating satisfactory levels of accuracy and clarity.  Demonstrates sound use of language for analysis or comparison of ideas.  Demonstrates writing suited to the context, audience, purpose and text type. | Uses a broad range of language appropriately (including spelling, grammar, punctuation and text conventions) demonstrating a high level of accuracy and clarity.  Demonstrates effective use of language for analysis and/or comparison of ideas.  Demonstrates writing well suited to the context, audience, purpose and text type. | Uses a very broad range of language appropriately (including spelling, grammar, punctuation and text conventions) demonstrating a very high level of accuracy and clarity.  Demonstrates highly effective use of language for analysis, synthesis and/or comparison of ideas.  Demonstrates writing highly suited to the context, audience, purpose and text type. |

KEY to marking scale based on the Outcome contributing 15 marks

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| Very Low 1–3 | Low 4–6 | Medium 7–9 | High 10–12 | Very High 13–15 |