SCHOOL REFORM LONGITUDINAL STUDY

ASSESSMENT SCORING MANUAL

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Scoring instructions

Consider the explanations given for each dimension, using the descriptions of the scores from 1-5 on each to constitute the minimum criteria for each. Where difficulty is encountered in selecting between two scores, consider whether the minimum conditions of the higher score have been met. If these conditions have not been met, the lower score should be used.

Dimensions

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1. STUDENTS' DETERMINATION OF ASSESSMENT TASK

TO WHAT DEGREE DO STUDENTS DETERMINE THE ASSESSMENT TASK?

Student direction of assessment tasks sees them influence what specific activities and/or tasks they will do in order to complete the assessment requirements of a particular unit. Such tasks are likely to be student-centred and involve group work or individual research and/or investigative projects, whereby the students assume responsibility for the activities with which they engage, and/or how students complete them.

Where students do not influence the assessment task, the teacher, or some other educational/ institutional authority, explicitly determines what activities students do, and hence how they will meet the specified objectives required within the task.

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STUDENTS' DIRECTION

No student determination 1....2....3....4....5 Full student determination

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1 =	No student control. The assessment task and its requirements are designated by the teacher for students.
2 =	Teacher determines a task for students, but students exercise some control over the procedure or manner in which the task is to be completed.
3 =	Teacher provides a range of possible tasks for students, students select task and exercise some control over the procedure or manner in which the task is to be completed.
4 =	Some deliberation/negotiation between teacher and students over the task including the range of options and procedures necessary for completing the task.
5 =	Students' determine the task including the range of options and procedures necessary for completing the task.

2. SCHOOL SUBJECT KNOWLEDGE IS INTEGRATED

TO WHAT DEGREE IS SCHOOL KNOWLEDGE INTEGRATED ACROSS SUBJECT BOUNDARIES?

School knowledge is typically segregated or divided in such a way that specific sets of knowledge and skills are (relatively) unique and discrete to each specified school subject area. Segregated knowledge is identified by clear boundaries between subject areas. Connections between knowledge in different segregated subject areas are less and less clear the stronger the dividing knowledge boundary. In the extreme, such boundaries prevent any inter-relation of different subject areas.

Integrated school knowledge is identifiable when either: a) explicit attempts are made to connect two or more sets of subject area knowledge, or b) when subject area boundaries are not readily seen. Themes or problems which either require knowledge from multiple areas, or which have no clear subject areas basis in the first place, are indicators of curricula which integrate school subject knowledge.

SCHOOL KNOWLEDGE INTEGRATED

Knowledge segregated 1....2....3....4....5 Knowledge integrated

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1 =   All knowledge strictly restricted to that explicitly defined within a single school subject area. No intrusion of other content permitted.

2 =   Knowledge mostly restricted to that of a specific subject area, with minor intrusions limited to connections with one other (separate) discipline.

3 =   Knowledge from multiple subject areas connected or related together, but still treated as separate and distinct subjects.

4 =   Near complete integration of multiple subject areas, however some minor inclusion of knowledge that is still treated as unique to a subject area.

5 =   Complete integration of subject area knowledge to the degree that subject area boundaries are not recognisable.

3. PROBLEMATIC KNOWLEDGE: CONSTRUCTION OF KNOWLEDGE

TO WHAT DEGREE ARE STUDENTS EXPECTED TO DEMONSTRATE KNOWLEDGE AS CONSTRUCTED?

Presenting *knowledge as problematic* involves an understanding of knowledge not as a fixed body of information, but rather as being constructed, and hence subject to political, social and cultural influences and implications. Multiple, contrasting, and potentially conflicting forms of knowledge are represented.

Knowledge as given sees the subject content represented as facts, a body of truth to be acquired by students.

NOTE: *For the purposes of scoring this dimension a judgement is to be made as to the amount of knowledge that students are expected to treat as constructed.*

KNOWLEDGE AS CONSTRUCTED

No knowledge problematic 1....2....3....4....5 All knowledge problematic

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1 = Students are not expected to present any knowledge as problematic.

2 = Students are expected to present some knowledge as problematic, but interpretations are linked/reducible to given body of facts.

3 = Students are expected to present approximately half of the knowledge as problematic. Multiple interpretations recognised as variations on a stable theme.

4 = Students are expected to present multiple interpretations and constructions of information as having equal status, and as being equally accommodated and accepted by others.

5 = Students are expected to present all knowledge as problematic. Knowledge is seen as socially constructed, with conflicting implications and social functions producing resolution and/or conflict.

4. KNOWLEDGE OF THE CURRICULUM EXPLICITLY VALUES ALL CULTURES

TO WHAT DEGREE ARE NON-DOMINANT CULTURAL KNOWLEDGES VALUED?

Cultures are valued when there is explicit valuing of their identity represented in such things as beliefs, languages, practices, and ways of knowing. Valuing all cultural knowledges requires more than one culture being present, and given status, within the curriculum. Cultural groups are distinguished by social characteristics such as gender, ethnicity, race, religion, economic status, or youth. Thus, their valuing means legitimating these cultures for all students, through the inclusion, recognition and transmission of this cultural knowledge.

Curriculum knowledge that is constructed and framed within a common set of cultural definitions, symbols, values, views and qualities, thus attributing some higher status to it, stands in contrast to this.

Note: Linked closely with knowledge presented as problematic, this dimension goes on to both recognise the social construction and hence conflicting nature of knowledge, and explicitly values that knowledge associated with sub-group cultures.

KNOWLEDGE VALUES ALL CULTURES

Only high status culture 1....2....3....4....5 Multiple cultural knowledges

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1 =   Students are not expected to show any explicit recognition or valuing of other than the dominant culture in assessment expectations.

2 =   Students are expected to show some inclusion of Others' cultures, with weak valuing, through simple reference to a particular feature(s) of them or their existence.

3 =   Students are expected to show stronger valuing in curriculum knowledge, by acknowledgment and recognition of multiple cultural claims to knowledge, and perhaps some activity based on an aspect of this, though still within the framework of a dominant culture.

4 =   Students are expected to show Others' cultures as explicitly valued through equal inclusion and use of the knowledge/perspective of the group, alongside the dominant culture.

5 =   Students are expected to show different cultures as equally valued, so that the concept of a dominant culture is excluded in both its content and form.

5. HIGHER ORDER THINKING

TO WHAT EXTENT DOES THE ASSESSMENT TASK EXPECT STUDENTS TO ENGAGE IN HIGHER ORDER THINKING?

Lower Order Thinking occurs when students are asked to recite factual information or to employ rules and algorithms through repetitive routines. Students recite previously acquired knowledge; i.e., responding to test-type questions that require recall of pre-specified knowledge. More complex activities still may involve reproducing knowledge when students only need to follow pre-specified steps and routines or employ algorithms in a rote fashion.

Higher Order Thinking requires students to manipulate information and ideas in ways that transform their meanings and implications. This transformation occurs when students combine facts and ideas in order to synthesize, generalize, explain, hypothesize or arrive at some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems and discover new (for them) meanings and understandings. When students engage in the construction of knowledge, an element of uncertainty is introduced into the instructional process and makes instructional outcomes not always predictable; i.e., the teacher is not certain what students will produce. In helping students become producers of knowledge, the teacher's main instructional task is to create activities or environments that allow them opportunities to engage in higher order thinking.

ORGANISATION OF INFORMATION

Low 1....2....3....4....5 High

1 =	Students are only expected to engage in lower order thinking; i.e., they either recite or participate in routine practice and do not go beyond simple reproduction.
2 =	Students are primarily expected to engage in lower order thinking, but at some point are expected to perform some higher order thinking as a minor diversion within the task.
3 =	Students are primarily expected to engage in lower order thinking. However, there is at least one significant question or activity in which students are expected to perform some higher order thinking.
4 =	Students are expected to engage in higher order thinking in at least one major activity within the task, but not all of the task.
5 =	Students are expected to engage in higher order thinking throughout the task.

6. PROBLEMATIC KNOWLEDGE: CONSIDERATION OF ALTERNATIVES

TO WHAT EXTENT DOES SUCCESS IN THIS TASK REQUIRE CONSIDERATION OF ALTERNATIVE SOLUTIONS, STRATEGIES, PERSPECTIVES, OR POINTS OF VIEW?

This scale is used to determine the extent to which the assessment task asks students to consider alternative solutions, strategies, perspectives, or points of view as they address a concept, problem, or issue. To score highly on this scale, the task should clearly involve students in considering alternatives, either through explicit presentation of the alternatives or through an activity that cannot be successfully completed without examination of alternatives implicit in the work.

CONSIDERATION OF ALTERNATIVES

Low 1....2....3....4....5 High

1=   No consideration of alternatives is expected.

2=   Limited consideration of alternatives is suggested but incidental to success in the task.

3=   Some consideration of alternatives is expected in order for students to succeed in this task but this only requires superficial comparisons of alternatives.

4=   Some consideration of alternatives is expected in order for students to succeed in this task and this requires students to compare, and make judgments about, the merits of alternatives.

5=   Substantial consideration of alternatives is expected. A thorough and detailed exploration of alternatives and their merits is required for students to succeed in this task.

7. DEPTH OF KNOWLEDGE: DISCIPLINARY CONTENT

TO WHAT EXTENT DOES THE ASSESSMENT TASK REQUIRE STUDENTS TO DEMONSTRATE AN UNDERSTANDING OF IDEAS, THEORIES OR PERSPECTIVES CENTRAL TO AN ACADEMIC OR PROFESSIONAL DISCIPLINE?

This scale identifies the extent to which an assessment task promotes students' understanding of and thinking about ideas, theories and perspectives considered critical or essential within an academic or professional discipline, or in interdisciplinary fields recognised in authoritative scholarship. Examples in maths could include proportion, equality, or geometric space. Examples in social science could include democracy, social class or theories of revolution. Reference to isolated factual claims, definitions or algorithms will not be considered indicators of significant disciplinary content unless the task requires students to apply powerful disciplinary ideas which organise and interpret information.

DISCIPLINARY CONTENT

Limited disciplinary content required 1....2....3....4....5 High disciplinary content required

1=	Success in this task can be achieved without any understanding of concepts, ideas or theories central to any specific discipline.
2=	Success in this task can be achieved with a superficial understanding of concepts, ideas or theories central to any specific discipline.
3=	Success in this task can be achieved with a moderate understanding of concepts, ideas or theories central to any specific discipline.
4=	Success in this task requires a substantial understanding of concepts, ideas or theories central to any specific discipline.
5=	Success in this task requires a substantial understanding, and a comparison, of concepts, ideas or theories central to one or more specific disciplines.

8. DEPTH OF KNOWLEDGE: DISCIPLINARY PROCESSES

TO WHAT EXTENT DOES THE TASK LEAD STUDENTS TO USE METHODS OF INQUIRY, RESEARCH, COMMUNICATION AND DISCOURSE CHARACTERISTIC OF AN ACADEMIC OR PROFESSIONAL DISCIPLINE?

This scale measures the extent to which an assessment task expects students to use methods of inquiry, research, or communication characteristic of an academic or professional discipline. Some powerful processes of inquiry may not be linked uniquely to any specific discipline (eg interpreting graphs), but they will be valued here if the task calls for their use in ways similar to important uses within the discipline. Examples of methods of disciplinary inquiry would include looking for mathematical patterns or interpreting primary sources.

DISCIPLINARY PROCESSES

No specific disciplinary processes 1....2....3....4....5 specific disciplinary processes
required   essential

1=	Success in this task can be achieved without any use of specific methods of inquiry, research or communication characteristic of an academic or professional discipline.
2=	Success in this task can be achieved with superficial use of specific methods of inquiry, research or communication characteristic of an academic or professional discipline.
3=	Success in this task can be achieved with a moderate use of specific methods of inquiry, research or communication characteristic of an academic or professional discipline.
4=	Success in this task requires a substantial use of specific methods of inquiry, research or communication characteristic of an academic or professional discipline.
5=	Success in this task requires a substantial use, and a comparison, of specific methods of inquiry, research or communication characteristic of an academic or professional discipline.

9. ELABORATED WRITTEN COMMUNICATION

TO WHAT EXTENT IS ELABORATE WRITTEN COMMUNICATION EXPECTED?

Elaborate written communication is expected when the response to the assessment item requires a coherent communication of ideas, concepts, arguments and/or explanations through the process of writing. This form of communication is expected to be rich in detail, qualifications and argument.

ELABORATED WRITTEN COMMUNICATION

No elaborate written communication expected	1....2....3...4....5	Substantial elaborate written communication expected

1= Assessment task does not expect any elaborate written communication, for example, it is a wholly multiple choice or fill in the blanks type assessment instrument.

2= Assessment task can be completed successfully with minimal amounts of written communication, for example it requires short written responses which are formulaic in style and hence do not require elaboration.

3= Assessment task can be completed successfully with moderate amounts of elaborate written communication. The written responses may be short or long, but students are only required to communicate simple ideas, concepts, arguments and/or explanations through the process of writing.

4= Assessment task can be successfully completed by using varying amounts of elaborate written communication. Some aspects of the task require substantial amounts of written communication, whilst other aspects may only involve minimal amounts of written communication. These minimal amounts of elaborate written communication are discrete tasks which are not connected to the development of a major piece of writing.

5= Assessment task can only be completed with substantial amounts of elaborate written communication. The task requires students to communicate complex ideas, concepts, arguments and/or explanations through the process of writing. These responses are expected to be rich in detail, qualifications and arguments. This task may require students to support their major piece of writing with written communication which is not elaborate.

10. CONNECTEDNESS: LINK TO BACKGROUND KNOWLEDGE

TO WHAT DEGREE DOES THE ASSESSMENT TASK DRAW UPON STUDENTS' BACKGROUND KNOWLEDGES?

Low connection assessment instruments introduce new content, skills and competencies without any direct or explicit opportunities to explore what prior knowledge students have of the topic, and without any attempts to draw upon relevant or key background knowledges which might enhance students' comprehension and understanding of the 'new'.

High connection assessment instruments provide students with opportunities to make connections between their linguistic, cultural, world knowledge and experience and the topics, skills, competencies at hand. Background knowledge may include community knowledge, local knowledge, personal experience, media and popular culture sources.

NB: BACKGROUND KNOWLEDGE DOES NOT MEAN CONTENT WHICH WOULD HAVE BEEN STUDIED FOR A TEST AS PART OF THAT UNIT

LINK TO BACKGROUND KNOWLEDGE

No background knowledge link	1....2....3....4....5	High background knowledge

1 =	No connection is made in the assessment task to students' background knowledge.
2 =	Students' background knowledge and experience are mentioned within the task, but are not connected to the requirements of the task.
3 =	Some connections to students' background knowledges and experiences are mentioned and minimal amounts are necessary for completion of the task.
4 =	Some connections to students' background knowledges and experiences are mentioned and moderate amounts are necessary for completion of the task.
5=	Students' background knowledge and experiences are a significant aspect of the assessment task

11. CONNECTEDNESS: PROBLEM LINKED TO THE WORLD BEYOND THE CLASSROOM

TO WHAT EXTENT IS THE ASSESSMENT TASK CONNECTED TO COMPETENCIES OR CONCERNS BEYOND THE CLASSROOM?

This scale measures the extent to which the assessment item has value and meaning beyond the instructional context. In a task with little or no value beyond the classroom, activities are deemed important for success only in school (now or later), but for no other aspects of life. Thus, to score highly the task should ask students to address a concept, problem, or issue which is similar to one that they have encountered, or are likely to encounter, in life beyond the classroom.

An assessment item scores higher on this dimension the more there is a connection to the larger social context within which students live. Two areas in which student work can exhibit some degree of connectedness are: (a) a real world public problem, i.e., students confront an actual contemporary issue or problem, such as applying statistical analysis in preparing a report to the City Council on the homeless; and (b) students' personal experiences, i.e., the assessment focuses directly or builds upon students' actual experiences or situations. The highest score can be achieved when the assessment item entails one or both of these.

PROBLEM CONNECTED TO THE WORLD BEYOND THE CLASSROOM

No connection 1....2....3....4....5 Connected

1=	The task has virtually no resemblance to questions, issues, or problems that students have encountered, or are likely to encounter, beyond school. Even if the teacher tried to show the connections, it would be difficult to make a persuasive argument.
2=	The task bears some resemblance to real world experience of the students, but the connections are not immediately apparent and students are not expected to make these connections.
3=	The task enables students to encounter a topic, problem or issue that connects to their actual experiences or to a contemporary public situation. Students are expected to make some connection between classroom knowledge and situations outside the classroom, but they are not expected to explore the implications of these connections which remain abstract or hypothetical.
4=	The task enables students to encounter a topic, problem or issue that connects to their actual experiences or to a contemporary public situation. Students are expected to make some connection between classroom knowledge and situations outside the classroom, and they are expected to explore these connections in ways that create personal meaning and significance for themselves.
5=	The task enables students to encounter a topic, problem or issue that connects to their actual experiences or to a contemporary public situation. Students are expected to make some connection between classroom knowledge and situations outside the classroom, and they are expected to explore these connections in ways that create personal meaning and significance for themselves. The task also provides an opportunity for motivated students to become involved in an effort to affect or influence a larger audience beyond their classroom.

12. CONNECTEDNESS: AUDIENCE BEYOND SCHOOL

TO WHAT EXTENT DOES THE ASSESSMENT TASK EXPECT STUDENTS TO ADDRESS AN AUDIENCE BEYOND THE CLASSROOM?

An assessment task scores highest on this item when it expects students to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school building. This refers to the nature of the students' final product, not to the process of working on the task. To score highly on this scale student responses to assessment items should be taken seriously by the intended audience.

AUDIENCE BEYOND THE SCHOOL

Teacher only 1....2....3...4....5 Beyond the school

1= Final product is presented only to the teacher.

2= Final product is presented to peers within the classroom.

3= Final product is presented to an audience beyond the classroom, but within the school.

4= Final product is presented to an audience beyond the classroom, but within the school, and is likely to be taken seriously by that audience.

5= Final product is presented to an audience beyond the school, although this may include the school community, for example a parent body, and is likely to be taken seriously by that audience.

13. EXPLICIT QUALITY PERFORMANCE CRITERIA

TO WHAT DEGREE ARE CRITERIA FOR WHAT COUNTS AS A HIGH QUALITY STUDENT PERFORMANCE MADE EXPLICIT?

Explicit criteria in an assessment item are identified by detailed and specific statements about what it is students are to do, to achieve.

NOTE: The main focus of this scale is on the explicit statements of what constitutes high quality student performances. Criterion, requirements or benchmarks which simply make explicit expectation of what constitutes completed work do not make explicit, in themselves, what constitutes high quality performance.

EXPLICIT QUALITY PERFORMANCE CRITERIA

No explicit criteria 1....2....3....4....5 Explicit criteria

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1 =   The assessment task makes no mention of the criteria which are being used to determine levels of student performance in this task.

2=   The assessment task makes no mention of the criteria which are being used to determine levels of student performance in this task. It does contain procedural parameters or advanced organizers in order to assist students' completion of the task.

3 =   The assessment task only outlines the criteria which are being assessed in this task, it does not contain procedural parameters, advanced organisers or explicit criteria relating to what constitutes a high quality performance by students in this task.

4=   The assessment task contains procedural parameters, advanced organisers and the criteria which are being assessed in this task but it does not contain explicit criteria relating to what constitutes a high quality performance by students in this task.

5=   The assessment task contains procedural parameters, advanced organisers and the criteria which are being assessed in this task and also contains explicit criteria relating to what constitutes a high quality performance by students in this task.

14. PROBLEM-BASED CURRICULUM

TO WHAT EXTENT IS THE ASSESSMENT ITEM BASED ON SOLUTION OF A SPECIFIC PROBLEM(S)?

Problems are defined as having no specified correct solution, requiring knowledge construction on the part of the students, and requiring sustained attention beyond a single lesson. A problem based assessment item is one which presents students with a specific practical, real, or hypothetical problem (set of problems) to solve.

PROBLEM-BASED ASSESSMENT

No problems 1....2....3....4....5 Fully problem based

1=	No problems are presented in the assessment item.
2=	Some minor or small problems (no correct solution) are posed to the students requiring little knowledge construction/creativity from students.
3=	Some minor or small problems are posed to the students requiring substantial amounts of knowledge construction/creativity from students.
4=	A large problem has been set in the assessment item which requires substantial amounts of knowledge construction/creativity from students over a short period of time (less than 4 weeks).
5=	A large problem has been set in the assessment item which requires substantial amounts of knowledge construction/creativity from students over a long period of time (at least 4 weeks).

15. NARRATIVE

TO WHAT EXTENT ARE STUDENTS EXPECTED TO USE NARRATIVE IN THEIR ASSESSMENT?

Narrative is identified as a sequence of events chained together. Students will be expected to use narrative when they are asked to write or comment on such things as personal stories, biographies, historical accounts, literary and cultural texts.

Exposition is identified as an emphasis on written, non-fiction prose, scientific and expository expression both in lesson teaching and student responses. Examples are descriptions, reports, explanations, demonstrations, and documentaries.

NARRATIVE

Only expository 1....2....3....4....5 All narrative

1=	The assessment item does not require the use of narrative.
2=	The assessment item requires some use of narrative.
3=	The assessment item requires a response which is evenly split between narrative and expository forms of communication.
4=	The assessment item requires some use of exposition, but the focus is on narrative.
5=	The assessment item requires students to complete the task only using narrative.

16. GROUP IDENTITIES IN A LEARNING COMMUNITY

TO WHAT DEGREE DOES THE ASSESSMENT ITEM SUPPORT THE PRODUCTION AND POSITIVE RECOGNITION OF DIFFERENCE AND GROUP IDENTITIES?

Contemporary social theory emphasises the need for schools to create learning communities in which difference and group identities are positively recognised and developed. This requires going beyond a simple politics of tolerance. An assessment item which manifests this ideal is one where differences and group identities are both positively developed and recognised. For example, in a given assessment item, Aboriginal identities are given positive recognition; Aboriginal students are given opportunities to pursue aspects of the development of Aboriginal identities and cultures; and racism is problematised within the assessment item.

GROUP IDENTITIES IN A LEARNING COMMUNITY

No support for the   Support for the development and
production of difference   1....2....3....4....5   positive recognition of difference

1 =	There is no positive recognition of difference and group identities contained within the assessment item.
2 =	There is limited evidence in the task that the students are regarded as a community. The task contains no positive recognition of difference and group identities; and no evidence of support for the development of difference and group identities.
3=	There is some positive recognition of difference and group identities contained within the assessment item, but there is no support for the development of difference and group identities.
4 =	There is some positive recognition of difference and group identities contained within the assessment item, and there is some support for the development of difference and group identities.
5 =	There is strong positive recognition of group identities contained within the assessment item and there is support for the development of difference and group identities.

17. ACTIVE CITIZENSHIP

TO WHAT DEGREE IS THE PRACTICE OF ACTIVE CITIZENSHIP ENCOURAGED IN THE ASSESSMENT ITEM?

Active Citizenship acknowledges that in a democratic society all individuals and groups: have the right to engage in the creation and re-creation of that democratic society; have the right to participate in all of the democratic practices and institutions within that society; have the responsibility to ensure that no groups or individuals are excluded from these practices and institutions; have the responsibility to ensure a broad definition of the political includes all relationships and structures throughout the social arrangement.

Active Citizenship is present in any assessment item in any subject domain when the students are expected to elaborate on the meaning of such citizenship and the completion of the assessment item facilitates its practice both within and without the classroom.

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ACTIVE CITIZENSHIP

No active citizenship 1....2....3....4....5 Prevalent active citizenship

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1 =	There is no expectation in the assessment item for students to practise or elaborate on the meaning of active citizenship.
2 =	There is a limited expectation in the assessment item for students to elaborate on the meaning of active citizenship, however the assessment item does not encourage students to practise active citizenship.
3=	There is a significant expectation on students to elaborate on the meaning of active citizenship, however the assessment item does not encourage students to practise active citizenship.
4 =	There is an expectation that students will both elaborate on the meaning of and engage in active citizenship in order to complete the assessment item satisfactorily. In some instances this will involve active participation in contemporary issues external to the school.
.5 =	There is an expectation that students will both elaborate on the meaning of and engage in active citizenship in order to complete the assessment item satisfactorily. This engagement will involve active participation in contemporary issues external to the school.

18. META-LANGUAGE

TO WHAT EXTENT DOES THE SUCCESSFUL COMPLETION OF THE ASSESSMENT ITEM REQUIRE STUDENTS TO EXPLICITLY EXPLAIN HOW LANGUAGE WORKS, AND DISCUSS ASPECTS AND CHARACTERISTICS OF LANGUAGES, TEXTS AND DISCOURSES?

Assessment items which require significant usage of *meta-language* will expect students to write about how written and spoken texts work, about specific technical vocabulary and words (vocabulary), about how sentences work or don't work (syntax/grammar), about meaning structures and text structures (semantics/genre) and/or about how discourses and ideologies work in speech and writing.

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META-LANGUAGE

No meta-language 1....2....3....4....5 High meta-language

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1 =	Students are not expected to comment on the usages of language.
2 =	Students are expected to make some comment on the usages of language. However, the focus is on the technical aspects of language, they are not expected to make value judgments or to provide commentary on the ideological workings of discourse.
3 =	Students are expected to make some comment on the usages of language and are expected to make some value judgments and/or commentary on the ideological workings of discourse.
4=	Students are expected to make significant and complex comments about the usages of language as a minor part of the assessment task.
5=	Students are expected to make significant and complex comments about the usages of language throughout the task.