

# Prep–Year 2 assessment techniques and conditions v1.0

## English

In the Australian Curriculum: English, texts can be classified as belonging to one of three text types: imaginative, informative or persuasive, although it is acknowledged that particular texts can belong to more than one category. Students should be provided with opportunities to comprehend, create and respond to a range of imaginative, informative and persuasive texts. Responses can take the form of an extended response or a test.

Imaginative	Informative	Persuasive
<p>An imaginative text assesses students' abilities to:</p> <ul style="list-style-type: none"> <li>provide straightforward sequencing of events and everyday or unusual (Year 2) happenings with recognisable, realistic or imaginary characters or within a framework of familiar experiences (Year 2)</li> <li>retell events and experiences.</li> </ul>	<p>An informative text assesses students' abilities to:</p> <ul style="list-style-type: none"> <li>present new content about familiar (P–1) topics of interest and topics being studied in other learning areas</li> <li>use personal experience to identify and describe texts, objects, characters and events</li> <li>inform, instruct, or explain (Years 1–2)</li> <li>present an argument.</li> </ul>	<p>A persuasive text assesses students' abilities to:</p> <ul style="list-style-type: none"> <li>share an opinion on a topic drawing on personal experience</li> <li>select evidence to support opinion, e.g. words or pictures from a studied picture book.</li> </ul>

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Test
Description	<p>An extended response assesses students' abilities to adopt roles as writers or speakers/signers, develop relationships with their audience/s, and create imaginative, informative and persuasive texts. An extended response should reflect students' understanding and skills within one of the three text types (imaginative, informative or persuasive).</p>	<p>A test assesses students' responses that are produced independently, under supervision and in a set timeframe. A test assesses a selection of subject matter that accurately reflects the intended learning of the topic.</p>
	<p>An extended response is guided and requires students to create imaginative, informative and persuasive texts that assess students' abilities to:</p> <ul style="list-style-type: none"> <li>respond to or draw upon texts read</li> <li>use familiar language</li> <li>demonstrate growing knowledge of text structures (Years 1–2)</li> <li>engage with peers, known adults and community members (Year 2).</li> </ul>	<p>A test is guided and requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material. A test may be administered over several sessions if this suits the intent of the assessment or to reflect the needs of the learners.</p>

Techniques	Extended response	Test
<b>Formats</b> (examples only)	Formats include: <ul style="list-style-type: none"> <li>• pictorial representation (Prep)</li> <li>• short statement (Prep)               <ul style="list-style-type: none"> <li>– journal/diary entry</li> <li>– character story or portrait</li> </ul> </li> <li>• recount (P–1)</li> <li>• performance               <ul style="list-style-type: none"> <li>– informative speech</li> </ul> </li> <li>• exposition (Year 2)               <ul style="list-style-type: none"> <li>– narrative, digital story</li> <li>– explanation</li> <li>– report</li> <li>– review.</li> </ul> </li> <li>• procedure (Year 1)</li> <li>• instructional speech, e.g. cooking show</li> <li>• retelling: literary (Year 1) or imaginative (Year 2)               <ul style="list-style-type: none"> <li>– letter (bibliographical or other)</li> <li>– autobiography</li> <li>– transformations of text or sections of text</li> <li>– journal or diary entries</li> <li>– creative response to a text</li> <li>– poetry.</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• short response               <ul style="list-style-type: none"> <li>– cloze, true/false, single word, term, multiple choice, sentence, or short paragraph responses</li> <li>– drawing, labelling or interpreting images, diagrams, text</li> <li>– explanation</li> </ul> </li> <li>• response to stimulus               <ul style="list-style-type: none"> <li>– writing on demand</li> <li>– poetry recital.</li> </ul> </li> </ul>
<p>Observation may be used to record evidence of the students' knowledge and understanding in English. It can be used across both assessment techniques. An observation record is evidence of student learning gathered by a teacher in digital and/or written formats.</p>		
<b>Conditions</b>	<p>There are no recommended times or lengths for responses.</p> <p>Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p> <p>Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.</p> <p>Student responses may be scribed to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete assessment, however:</p> <ul style="list-style-type: none"> <li>• scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked</li> <li>• details of the support must be provided on the student response.</li> </ul> <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>	