

Years 5–6 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"> • shape representations and perspectives to convey meaning • address concepts, identities, times and places • entertain readers. 	<p>An informative text assesses students' abilities to:</p> <ul style="list-style-type: none"> • describe objects, events or processes in an objective manner • select and synthesise evidence to support contentions made • inform, instruct, explain or analyse • present a cohesive and logical argument. 	<p>A persuasive text assesses students' abilities to:</p> <ul style="list-style-type: none"> • argue and persuade • appeal to an audience • select and synthesise evidence to support contentions made • employ rhetorical and persuasive strategies to encourage audiences to accept a particular point of view.

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>An extended response requires students to create imaginative, informative and persuasive texts that assess students' abilities to:</p> <ul style="list-style-type: none"> • respond to or draw upon texts read • develop new ideas • write a response that arrives at a conclusion based on their specific knowledge of a topic • use language in aesthetic and engaging ways • develop and support a point of view • engage familiar and unfamiliar audiences. 	<p>A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.</p> <p>A test 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.</p>

Techniques	Extended response			Test
Formats (examples only)	Imaginative formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – short story/opening paragraph of short story – narrative intervention – transformation of texts or sections of texts – series of diary/journal entries – creative response to a text – poetry – imaginative retelling – biographical letter – digital story • spoken/signed or multimodal <ul style="list-style-type: none"> – monologue – performance – interactive story. 	Informative formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – comparative essay – report – procedure – biography or autobiography – response to literature, e.g. responding to questions – blog • spoken/signed or multimodal <ul style="list-style-type: none"> – group discussion – structured interview – presentation – informative speech – website. 	Persuasive formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – feature article, column – review – travel writing – essay – report – review – poster with justification/reflection, e.g. based on a topic – blog • spoken/signed or multimodal <ul style="list-style-type: none"> – speech – group discussion – website. 	Formats include: <ul style="list-style-type: none"> • short response items • extended response items <ul style="list-style-type: none"> – explanation – essay • response to stimulus.
Conditions	Suggested length:* <ul style="list-style-type: none"> • written responses 200–400 words • spoken/signed responses 1–3 minutes • multimodal responses 2–4 minutes. 			Suggested time: <ul style="list-style-type: none"> • up to 60 minutes, plus 10 minutes perusal. Suggested length:* <ul style="list-style-type: none"> • extended response up to 300 words per item • short response 50–150 words per item.

Notes
Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.