

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

## Health and Physical Education

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	Practical and/or performance	Investigation	Project — folio	Test
Description	A practical and/or performance assesses students' authentic physical responses to the demands of physical activity under supervised conditions.	An investigation assesses students' abilities to answer research questions.	A project assesses students' responses to a series of focused tasks, within a single or cohesive context.	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>A practical and/or performance is guided and requires students to demonstrate their specialised movement sequences and skills to apply solutions to movement challenges.</p> <p>Students practise (Prep) or perform (Years 1–2) their fundamental movement skills through active play and structured movement activities.</p>	<p>An investigation is guided and requires students to locate and/or use information that goes beyond what they have been given and the knowledge they currently have.</p> <p>Students identify, explore, describe, examine (Year 2) and apply knowledge of:</p> <ul style="list-style-type: none"> <li>• their own and others' experiences and strengths</li> <li>• simple information about health-related services</li> <li>• fundamental movement skills</li> <li>• strategies for improving their own and others' health and safety and physical activity.</li> </ul> <p>Responses follow an inquiry approach, which enables students to demonstrate decision-making</p>	<p>A project is guided and requires students to respond to a small number of tasks, completed over a series of lessons that requires the application of a range of cognitive and technical processes and skills.</p> <p>Students to identify, explore, describe, and examine (Year 2) information and sources/stimulus materials.</p> <p>Students demonstrate their knowledge and understanding of multiple topics or concepts within a single or cohesive context. To develop their response, students examine and describe data:</p> <ul style="list-style-type: none"> <li>• collected from physical performance</li> <li>or</li> <li>• provided as a stimulus.</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.</p> <p>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	Practical and/or performance	Investigation	Project — folio	Test
		and problem-solving skills in HPE focus areas.		
<b>Formats</b> (examples only)	Formats include: <ul style="list-style-type: none"> <li>• following rules during partner, small-group, and whole-class games</li> <li>• demonstrating movement skills during a variety of physical activities</li> <li>• performing movement sequences based in authentic contexts</li> <li>• testing (through trial and error) and applying strategies to solve movement challenges individually or in groups</li> <li>• demonstrating (Prep) and applying (Years 1–2) practices and protective behaviours that help keep themselves safe and healthy in different activities</li> <li>• using social skills when working with others (Prep)</li> <li>• demonstrating positive ways to interact with others (Years 1–2).</li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• journaling, including               <ul style="list-style-type: none"> <li>– annotated diagrams</li> <li>– drawing or photographs, e.g. picture diary</li> </ul> </li> <li>• report</li> <li>• instructions</li> <li>• graphic organiser</li> <li>• poster</li> <li>• interview</li> <li>• description or explanation, e.g.               <ul style="list-style-type: none"> <li>– visual description, including the use of categorised pictures</li> <li>– annotation</li> </ul> </li> <li>• digital presentation</li> <li>• performance               <ul style="list-style-type: none"> <li>– demonstration of healthy behaviour or strategy.</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• response to stimulus</li> <li>• written text about practical activities</li> <li>• record of data from practical activities, e.g. table, graph</li> <li>• visual representation of a process, e.g. flowchart, diagram</li> <li>• spoken/signed presentation about practical activities</li> <li>• multimodal presentation that may combine image, video, sound, text and a narrative voice</li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• short response items               <ul style="list-style-type: none"> <li>– cloze, true/false, single-word, term, multiple choice, sentence or short-paragraph answers</li> <li>– practical exercises</li> <li>– demonstration</li> <li>– drawing, labelling or interpreting diagrams</li> <li>– explaining information using appropriate vocabulary where applicable</li> <li>– explanation of a process and/or practical activity</li> </ul> </li> <li>• response to stimulus.</li> </ul>
Observation may be used to record evidence of the students' knowledge and understanding of Health and Physical Education. It can be used across all assessment techniques. An observation record is evidence of student learning gathered by a teacher in digital and/or written formats.				

Techniques	Practical and/or performance	Investigation	Project — folio	Test
Conditions	<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>			