

# Years 5–6 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 — inquiry	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 plan, collect, interpret and draw conclusions about data or information.	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 supervised conditions and in a set timeframe. A test ensures student authorship.
	A practical and/or performance requires students to demonstrate their specialised movement sequences and skills to apply solutions to movement challenges. Students perform fundamental movement skills, concepts and strategies in a range of authentic contexts to solve movement challenges.	An investigation requires students to locate and use data or information that goes beyond what they have been given and the knowledge they currently have. Responses follow an inquiry approach, which enables students to demonstrate decision-making and problem-solving skills in Health and Physical Education focus areas. Research conventions must be followed, e.g. acknowledging sources, regardless of the presentation format.	A project requires students to respond to a small number of tasks that are completed over a series of lessons and require the application of a range of cognitive and technical processes and skills. 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: <ul style="list-style-type: none"> <li>• collected from physical performance</li> <li>or</li> <li>• provided as a stimulus.</li> </ul>	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.



Techniques	Practical and/or performance	Investigation — inquiry	Project — folio	Test
<b>Formats</b> (examples only)	Formats include: <ul style="list-style-type: none"> <li>• practical               <ul style="list-style-type: none"> <li>– practising, refining and applying movement skills, concepts and strategies to movement situations and activities</li> <li>– promoting fair play, inclusivity and cooperation</li> <li>– creating and performing movement sequences in a range of contexts</li> <li>– solving movement challenges individually or in groups.</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• written               <ul style="list-style-type: none"> <li>– action research</li> <li>– report</li> <li>– description</li> <li>– explanation</li> <li>– action plan/media campaign</li> <li>– poster</li> </ul> </li> <li>• spoken/signed or multimodal               <ul style="list-style-type: none"> <li>– interview</li> <li>– debate</li> <li>– oral report</li> <li>– slideshow</li> <li>– device application</li> <li>– webpage.</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• written               <ul style="list-style-type: none"> <li>– response to stimulus</li> <li>– written text about practical activities</li> <li>– journal entry, e.g. reflection and/or analysis of health and movement scenarios</li> <li>– record of data from practical activities, e.g. table, graph</li> <li>– visual representation of a process, e.g. flowchart, diagram</li> </ul> </li> <li>• spoken/signed or multimodal               <ul style="list-style-type: none"> <li>– spoken presentation about practical activities</li> <li>– multimodal presentation that may combine images, videos, sound, text and a narrative voice.</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• short response items               <ul style="list-style-type: none"> <li>– single-word, true/false, multiple choice, cloze exercises or sentence answers</li> <li>– sentence answers that define terms and give explanations and examples of these terms</li> <li>– paragraph/s response</li> </ul> </li> <li>• extended response items               <ul style="list-style-type: none"> <li>– explanation of a process and/or practical activity</li> <li>– construction and/or interpretation of primary or secondary data</li> </ul> </li> <li>• response to a stimulus.</li> </ul>
<b>Conditions</b>	Suggested length:* <ul style="list-style-type: none"> <li>• practical and/or performance responses up to 1½ minutes.</li> </ul>	Suggested length:* <ul style="list-style-type: none"> <li>• written responses 200–400 words</li> <li>• spoken/signed or multimodal responses 1–2 minutes.</li> </ul>	Suggested length:* <ul style="list-style-type: none"> <li>• written responses 200–400 words</li> <li>• spoken/signed or multimodal responses 1–2 minutes.</li> </ul>	Suggested time: <ul style="list-style-type: none"> <li>• up to 60 minutes, plus 10 minutes perusal.</li> </ul> Suggested length:* <ul style="list-style-type: none"> <li>• up to 200 words, comprising               <ul style="list-style-type: none"> <li>– short response 25–50 words per item</li> <li>– extended response 50–100 words per item.</li> </ul> </li> </ul>

## Notes

Responses can be physical, written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.

Performances are observed on a number of occasions over a period of time during lessons. Judgments relating to the quality of performance are made iteratively.

\*Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

All practical work must be organised with student safety in mind. Information on creating safe and healthy school environments, along with current work health and safety laws, is available at the Queensland Department of Education website. Schools must ensure their practices meet current guidelines.