

Years 7–8 assessment techniques and conditions

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	Examination
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, research, analyse, evaluate and draw conclusions about data/information.	A project assesses students' responses to a series of focused tasks within a single or cohesive context.	An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination 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 analyse, apply and refine fundamental movement skills, concepts and strategies to suit different movement situations.	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 analyse and/or evaluate data: <ul style="list-style-type: none"> collected from physical performance or provided as a stimulus. 	An examination 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. Stimulus materials may be seen or unseen. <ul style="list-style-type: none"> Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials. Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.



Techniques	Practical and/or performance	Investigation — inquiry	Project — folio	Examination
Formats (examples only)	<p>Formats include:</p> <ul style="list-style-type: none"> • practical <ul style="list-style-type: none"> – practising, refining and applying movement skills, concepts and strategies to new and challenging movement situations and activities – promoting fair play, inclusivity, leadership and cooperation – creating and performing movement sequences in a range of contexts – solving movement challenges individually or in groups. 	<p>Formats include:</p> <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – action research – analytical exposition – report – description – explanation – magazine/journal article – action plan/media campaign • spoken/signed or multimodal <ul style="list-style-type: none"> – interview – debate – oral report – seminar – slideshow – software application – webpage – podcast. 	<p>Formats include:</p> <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – response to stimulus – written text about practical activities – journal entry, e.g. reflection on and/or analysis of health and movement scenarios – representation of data from practical activities, e.g. tables, graphs – visual representation of a process, e.g. flow charts, diagrams • spoken/signed or multimodal <ul style="list-style-type: none"> – spoken presentation about practical activities – multimodal presentation that may combine images, videos, diagrams, sound, text and a narrative voice. 	<p>Formats include:</p> <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – single word, true/false, multiple choice or sentence answers – paragraph response that can be standalone or linked to stimulus • extended response items <ul style="list-style-type: none"> – explanation of a process and/or practical activity – construction, interpretation, evaluation and/or analysis of primary or secondary data • response to stimulus.
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> • practical and/or performance responses 1–2 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written response 400–600 words • spoken/signed or multimodal responses 1–2 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 400–600 words • spoken/signed or multimodal responses 2–3 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 70 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • up to 400 words, comprising <ul style="list-style-type: none"> – short response 50–75 words per item – extended response 100–200 words per item.

Notes

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

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.