Prep–Year 2 assessment techniques and conditions v1.0

Humanities and Social Sciences — History

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 students, when selecting appropriate assessment techniques and response conditions.

Techniques	Investigation	Project	Test
Description	An investigation assesses students' abilities to collect, interpret and draw conclusions about evidence from primary and secondary sources. This involves responding to questions about the past.	A project assesses students' responses to a single task, situation and/or scenario that gives students authentic opportunities to demonstrate their historical knowledge, understanding and skills.	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.
	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. An investigation requires students to present findings that focus on developing their understanding of their personal worlds, their families and local communities.	A project is guided and requires students to draw simple conclusions based on discussions, observations and information displayed in pictures and texts.	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.

Formats (examples only)	Formats include:
	• report
	• graphic organisers, e.g. Venn diagram, graphs and tables, flow charts, data gathered on a field trip
	• journal entries
	• template worksheets
	• labelled diagrams
	• letter
	• source analysis
	• annotated photographs
	• presentation, e.g. interview, speech.
		Formats include:
		• museum displays
		• display posters
		• graphic organisers e.g. Venn diagram, graphs and tables, flow charts, data gathered on a field trip, timelines
		• labelled diagram
		• role plays
		• field trip report, e.g. report based on observations from a history field trip such as a local community site, museum
		• journal entries.
			Formats include:
			• short response items
			  – cloze, true/false, single-word, term, multiple-choice, sentence or short-paragraph responses
			  – practical exercises
			  – demonstrations
			  – drawing, labelling or interpreting pictures, diagrams, text
			  – explaining information using appropriate language where applicable
			• response to stimulus
			  – source analysis that provides an interpretation based on the evidence from

For all Queensland schools

Techniques	Investigation	Project	Test
			sources.
	Observation may be used to record evidence of the students' knowledge and understanding in History. 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.		
Conditions	There are no recommended times or lengths for responses. Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally. 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: • scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked • details of the support must be provided on the student response. Questions or instructions can be read to students in whole class, group or individual situations.		