

Prep–Year 2 assessment techniques and conditions v1.0

Humanities and Social Sciences

This document outlines assessment techniques and 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 conditions.

Techniques	Investigation	Project	Test
Description	An investigation assesses students' abilities to answer research questions. When conducting research, stimulus materials are provided by the teacher to support students' observations and the processing of information.	A project assesses students' responses to a single task, stimulus, question, situation and/or scenario that gives students authentic opportunities to demonstrate their inquiry skills.	A test assesses students' abilities to respond to questions or stimulus, 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>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>Through an investigation, students demonstrate the following inquiry skills:</p> <ul style="list-style-type: none"> • questioning • researching • analysing • evaluating and reflecting • communicating. 	<p>A project is guided and requires students to collect, sort, record and interpret information and sources/stimulus materials to answer a research question.</p> <p>Students present narratives, information and findings relating to content from the history and geography sub-strand.</p>	<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	Investigation	Project	Test
Formats (examples only)	Formats include: <ul style="list-style-type: none"> • report • graphic organiser, e.g. Venn diagram, graph, table, flow chart, data gathered on a field trip • journal entry • template worksheet • labelled diagram • letter • source analysis • annotated photograph • presentation, e.g. interview, speech. 	Formats include: <ul style="list-style-type: none"> • museum display • display poster • graphic organiser, e.g. Venn diagram, graph, table, flow chart, data gathered on a field trip, timeline • labelled diagram • roleplay • field trip report or observation notes, e.g. local community site, museum • journal entry. 	Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – source analysis that provides an interpretation based on the evidence from sources.
Observation may be used to record evidence of the students' knowledge and understanding in Humanities and Social Sciences. 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	<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"> • 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. <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>		