

Prep–Year 2 assessment techniques and conditions v1.1

Languages

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	Extended response	Test
Description	<p>An extended response assesses students' abilities to communicate with their teacher and peers through action-related talk and play using the language they are studying. When communicating, students may respond to familiar games and routines both verbally and nonverbally. An extended response supports evidence being collected to reflect students' understanding of the two strands of the Australian Curriculum:</p> <ul style="list-style-type: none"> • Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning • Understanding: analysing language and culture as a resource for interpreting and creating meaning. <p>A speaking assessment requires students to:</p> <ul style="list-style-type: none"> • engage in communication • produce learnt sounds and formulaic expressions and gestures • experiment with pronunciation • respond to the stimulus • use familiar contexts. <p>A writing assessment requires students to:</p> <ul style="list-style-type: none"> • write on familiar topics using words and phrases from modelled language • make meaning using visual cues • identify patterns, and identify similarities and differences between the target language and English. <p>When completing an extended response, students:</p> <ul style="list-style-type: none"> • use formulaic and modelled language • begin to use metalanguage and familiar language structures to talk about texts • interact with others for a range of purposes. 	<p>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> <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	Extended response		Test
	<p>Students are also assessed on their ability to identify similarities and differences between the target language and English while exploring the meaning of culture.</p> <p>An extended response assesses students' abilities to demonstrate:</p> <ul style="list-style-type: none"> • systems of language • language variation and change • role of language and culture. 		
<p>Formats (examples only)</p>	<p>Formats requiring students to use the language they are studying include:</p> <ul style="list-style-type: none"> • simple description or explanation • instruction, plan or procedure • labelled pictures, diagrams and/or photographs • poster • sequencing pictures and phrases to create a story • response to stimulus • conversation • oral poster presentation • song performance with actions. 	<p>Formats requiring students to analyse, explain and/or reflect on the language/culture they are studying include:</p> <ul style="list-style-type: none"> • annotated picture, diagram, sketch and/or photograph • response to stimulus • visual recording with audio commentary • slideshow. 	<p>Formats include:</p> <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – cloze, annotated picture, diagram, sketch and/or photograph – simple description or explanation – instructions/plans, procedures • response to stimulus.
	<p>Observation may be used to record evidence of the students' knowledge of the target language and understanding of language and culture. It can be used across both assessment techniques. An observation record is evidence of student learning gathered by a teacher in digital and/or written formats.</p>		
<p>Conditions</p>	<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>		