

# Years 7–8 assessment techniques and conditions

## 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	Examination
<b>Description</b>	<p>An extended response assesses students' abilities to communicate using the language they are studying when interpreting, creating and exchanging meaning.</p> <p>When communicating, students may respond to seen or unseen questions, stimulus material, topics or issues in the language they are studying. Tasks may require students to respond to provided questions, scenarios and/or problems. 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"> <li>• Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning</li> <li>• Understanding: analysing language and culture as a resource for interpreting and creating meaning.</li> </ul> <p>A speaking assessment requires students to:</p> <ul style="list-style-type: none"> <li>• engage in communication</li> <li>• exchange meaning and provide a personal response using known phrases</li> <li>• respond to stimulus material</li> <li>• use familiar contexts.</li> </ul> <p>A writing assessment requires students to:</p> <ul style="list-style-type: none"> <li>• write on familiar issues in response to stimulus material, e.g. simple written texts or audiovisual material</li> <li>• analyse the main ideas and themes in imaginative texts, and use evidence to support views</li> <li>• comprehend texts (by reading or listening) and compose a response.</li> </ul> <p>When completing an extended response, students:</p> <ul style="list-style-type: none"> <li>• use strategies to select vocabulary, language and grammar elements</li> <li>• use metalanguage and language elements to communicate ideas</li> <li>• interact with others for a range of purposes.</li> </ul>	<p>An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p> <p>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 material may be seen or unseen.</p> <ul style="list-style-type: none"> <li>• Seen stimulus should be provided with sufficient time for students to adequately engage with the materials.</li> <li>• Unseen questions, statements or stimulus material should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.</li> </ul>



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	<p>Students are also assessed on their ability to analyse language and culture as a resource for interpreting and creating meaning.</p> <p>An extended response assesses students' abilities to demonstrate:</p> <ul style="list-style-type: none"> <li>• systems of language</li> <li>• language variation and change</li> <li>• role of language and culture.</li> </ul> <p>An extended response focuses on the communication and exchange of ideas and information. Students may locate, analyse, synthesise and evaluate while making connections between language, topics or stimulus materials and cultural practices.</p> <p>When completing the task, students:</p> <ul style="list-style-type: none"> <li>• interpret and infer meaning</li> <li>• compare and evaluate ideas</li> <li>• reflect on learning the language and its culture.</li> </ul>			
<b>Formats</b> (examples only)	<p>Formats requiring students to use the language they are studying include:</p> <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>- simple description or explanation</li> <li>- instruction, plan or procedure</li> <li>- letter</li> <li>- diary/journal entry</li> <li>- brochure</li> <li>- picture book/graphic novel</li> <li>- narrative</li> <li>- commentary on a series of pictures or cartoons</li> <li>- response to stimulus</li> <li>- blog</li> <li>- email</li> </ul> </li> <li>• spoken/signed or multimodal <ul style="list-style-type: none"> <li>- conversation</li> <li>- roleplay</li> </ul> </li> </ul>	<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"> <li>• written <ul style="list-style-type: none"> <li>- annotated picture, diagram, sketch and/or photograph</li> <li>- response to stimulus</li> <li>- analytical, persuasive or informative essay</li> <li>- critique, review or article for travel magazine/journal</li> <li>- reflective diary/journal entry</li> <li>- letter</li> <li>- advertisement</li> </ul> </li> <li>• spoken/signed or multimodal <ul style="list-style-type: none"> <li>- seminar</li> <li>- visual recording with audio commentary</li> </ul> </li> </ul>	<p>Combination responses enable students to respond to unseen questions that provide opportunities to sustain communication, exchange meaning and give a spontaneous personal response to stimulus.</p> <p>Combination formats include:</p> <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>- text analysis — answering unfamiliar questions about language stimulus text, in full sentences in English</li> <li>- language text — responding to a provided stimulus or situation, in the target language</li> <li>- simple explanation of a topic, process or practical activity</li> </ul> </li> <li>• spoken/signed or multimodal</li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• short response items <ul style="list-style-type: none"> <li>- annotated picture, diagram, sketch and/or photograph</li> <li>- description or explanations</li> <li>- instructions/plans, procedures</li> <li>- commentary on a series of pictures or cartoons</li> </ul> </li> <li>• extended response items <ul style="list-style-type: none"> <li>- explanation</li> <li>- letter</li> <li>- series of diary/journal entries</li> </ul> </li> <li>• response to stimulus.</li> </ul>

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	<ul style="list-style-type: none"> <li>- interview</li> <li>- news report</li> <li>- lifestyle radio/TV segment</li> <li>- webpage.</li> </ul>	<ul style="list-style-type: none"> <li>- podcast</li> <li>- slideshow.</li> </ul>	<ul style="list-style-type: none"> <li>- student-centred language conversation</li> <li>- explanation of a topic, process or practical activity.</li> </ul>	
<b>Conditions</b>	<p>Suggested length:*</p> <ul style="list-style-type: none"> <li>• written responses 50–100 words (or characters, in a character-based language)</li> <li>• spoken/signed responses 45 seconds–1½ minutes</li> <li>• multimodal responses 1–2 minutes.</li> </ul>			<p>Suggested time:</p> <ul style="list-style-type: none"> <li>• up to 70 minutes, plus 10 minutes perusal</li> </ul> <p>Suggested length:*</p> <ul style="list-style-type: none"> <li>• 100–200 words</li> <li>• audio/audiovisual stimulus texts in the target language may               <ul style="list-style-type: none"> <li>- be heard up to three times</li> <li>- be delivered more slowly than background speaker pace, including judicious pausing.</li> </ul> </li> </ul>
<b>Notes</b>				
Responses may be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.				
Schools must consider students' point of entry (P–10 or 7–10) when making decisions about appropriateness and complexity of assessment techniques and conditions.				
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.				