Prep–Year 2 assessment techniques and conditions v1.0

Mathematics

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	Project — Problem-solving and modelling task	Test
Description	A problem-solving and modelling task assesses students' abilities to respond to an authentic problem that highlights a real-life application of Mathematics. It is developed in response to an authentic challenge or a researchable context or situation.	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.
	A problem-solving and modelling task is guided and requires students to: • use concrete materials • use data, calculations, diagrams, flowcharts, tables and graphics • gather and record information • use mathematical reasoning and language to communicate ideas.	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:
	• presentation
	• guided research
	• problem-based learning experience
	• journals, peer and self-reflections
	• graphic organiser, e.g. Venn diagram, graph, table, flow chart
	• creating and/or interpreting maps
	• practical mathematical investigation, field activity.
		Formats include:
		• short response items
		  - cloze, true/false, single word, term, multiple choice, sentence or short paragraph responses
		  - practical exercises
		  - demonstrations of mathematical calculations and problem-solving
		  - drawing, labelling or interpreting images, diagrams, text
		  - explaining information, justifying solutions (Years 1–2) and making simple inferences, using appropriate mathematical language where applicable
		• response to stimulus.

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	Observation may be used to record evidence of the students' knowledge and understanding in Mathematics. 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.	
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.	