

Years 3–4 assessment techniques and conditions v1.0

The Arts — Drama

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	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore, respond to and describe drama works.	A practical and/or performance assesses students' abilities when performing drama works.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	An extended response focusses on the responding strand and requires students to: <ul style="list-style-type: none"> describe and discuss similarities and differences between drama they make, perform and view discuss how they and others organise the elements of drama in their drama. 	A practical and/or performance focusses on the making strand and requires students to devise and perform drama. Students also demonstrate their ability to: <ul style="list-style-type: none"> use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama collaborate to plan, make and perform drama that communicates ideas. 	A test 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.
Formats (examples only)	Responding formats include: <ul style="list-style-type: none"> written <ul style="list-style-type: none"> annotated pictures, diagrams, sketches and/or photographs reflective journal entry short response spoken/signed or multimodal <ul style="list-style-type: none"> visual recording with audio commentary slideshow 	Making formats include: <ul style="list-style-type: none"> practical roleplay improvisation play-building journals documenting the making (devising or performing) process storyboard (using photographs) sharing drama works throughout the making process (live or 	Formats include: <ul style="list-style-type: none"> short response items <ul style="list-style-type: none"> paragraph response simple description or explanation response to stimulus.

Techniques	Extended response	Practical and/or performance	Test
	<ul style="list-style-type: none"> - device application. 	<ul style="list-style-type: none"> recorded) • performing devised (student, teacher or guest facilitator) or scripted drama. 	
Conditions	<p>Suggested length:*</p> <p>Responding to own work/making</p> <ul style="list-style-type: none"> • written responses 100–200 words / 2–6 images • spoken/signed responses up to 45 seconds • multimodal responses up to 1 minute. <p>Responding to work of others</p> <ul style="list-style-type: none"> • extended responses and/or investigations: <ul style="list-style-type: none"> - written responses 200–300 words - spoken/signed responses up to 1 minute - multimodal responses up to 1½ minutes. 	<p>Suggested length:*</p> <p>Making — Devising</p> <ul style="list-style-type: none"> • devising through improvising, directing, scriptwriting up to 1½ minutes. <p>Making — Performing</p> <ul style="list-style-type: none"> • performances up to 1 minute. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 60 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 50–200 words.

Notes

Responses can be written, physical, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.