

Years 5–6 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 explain 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"> • explain how dramatic action and meaning is communicated in drama • explain how drama from different cultures, times and places influences their own drama making. 	A practical and/or performance focusses on the making strand and requires students to devise and perform drama. Students also demonstrate their ability to manipulate and control: <ul style="list-style-type: none"> • the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama to communicate meaning. 	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 – blog • spoken/signed or multimodal <ul style="list-style-type: none"> – interview – visual recordings with audio commentary – webpage – slideshow – device application. 	Making formats include: <ul style="list-style-type: none"> • practical roleplay • writing in role • improvisation • directing • play-building • journal documenting the making (devising or performing) process • storyboard (using photographs) • sharing drama works throughout the making process (live or recorded) • performing devised (student, teacher or guest facilitator) or scripted drama. 	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.

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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 1½ minutes. 	<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.