Prep–Year 2 assessment techniques and conditions v1.0

The Arts — Visual Arts

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, identify and describe visual artworks either before, during or after the making of their own visual artworks or in response to the visual artworks of others.	A practical and/or performance assesses students' abilities when making visual artworks.	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.
	An extended response is guided, focuses on the responding strand and requires students to: • make observations about visual artworks from different cultures and contexts both as an artist and an audience member • describe the effect of the elements of visual arts in works they make, display and view and where and why people use visual arts to communicate ideas • use their own words and learnt visual arts terminology to express ideas through visual arts they make, display and view.	A practical and/or performance is guided, focuses on the making strand and requires students to: • use different forms to express ideas, observations and imagination. • explore materials, techniques, technologies and processes • investigate different art, craft and design styles from other cultures and times.	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.

Techniques	Extended response	Practical and/or performance	Test
Formats (examples only)	Responding formats include: • short response • annotated illustrations of resolved works • visual recording with audio commentary.	Making formats include: • a folio, sketchbook or digital files that includes planning, development and resolved artworks • display of resolved artwork e.g. contribution to an exhibition — virtual or real • 2D media — drawings, paintings, printmaking, photographic art, collage • 3D objects — ceramics, fibre art, sculpture, wearable art • design — costume, graphic • time-based media — electronic imaging, film or animation.	Formats include: • short response items – cloze, true/false, single-word, term, multiple-choice, sentence or short-paragraph responses • response to stimulus • simple identification, description or explanation of representation concepts (e.g. subject matter, forms, techniques, visual conventions, materials, technologies) in relation to stimulus provided (physical or visual) using appropriate vocabulary where applicable.
	Observation may be used to record evidence of the students' knowledge and understanding in Visual Arts. It can be used across all 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.		