Prep assessment techniques and conditions

English

This document outlines assessment techniques and response conditions that could be used to achieve range and balance within an assessment program. Schools should consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques, modes and response conditions.

	Techniques	
	Extended response	**Observed demonstration**
Description	focuses on responding in a detailed way to a task or stimulus for a purpose.	focuses on students demonstrating their knowledge, understanding and skills, in a context that is realistic, playful or routine, as a task is completed. The teacher observes and may interact with the student. Professional decisions are made at a point in time or on an ongoing basis as the teacher views, listens, interprets and records evidence against relevant aspects of the achievement standard.
Learning area advice	Students create short written or spoken imaginative and informative texts that provide evidence of: - responding to or drawing upon texts (including literary texts) read, viewed or heard - sharing thoughts and preferences.	Students apply knowledge, understanding and skills, that can be observed (seen, heard, interpreted and recorded) and may provide evidence of developing: - reading - interacting, listening and speaking - writing - creating. Teachers make professional decisions at a point in time or on an ongoing basis regarding how to collect evidence of students' learning which may include: - digital recordings - annotated photographs - annotated checklists - teacher notes.

	Techniques	
	Extended response	**Observed demonstration**
Mode	written or spoken/signed	written or spoken/signed
Examples	Examples may include creating: • pictorial representations with labelling or captions • short statements including personal responses, thoughts or preferences about ideas, events or characters • performances • character retells and adaptations of familiar texts including literary texts.	Examples may include: • using features of voice, e.g. appropriate volume • recognising and generating rhyming words, alliteration patterns, and syllables and sounds • blending and segmenting phonemes in single syllable words when reading • reading aloud and responding to questions • naming the letters of the English alphabet • forming letters • verbally identifying the most common sound that each letter represents • interacting in a group discussion sharing ideas and preferences • interacting in socio-dramatic play.
Conditions	**Suggested time:** Assessments may be administered over several lessons or broken into components to reflect the needs of the learners and the demands of the task. **Suggested length:** Length of student responses should be considered in the context of the assessment. **Other:** Responses can be recorded or live and may be presented digitally. Student responses may be dictated to a scribe to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete the 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.	

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