

Years 1–2 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 standards.
Learning area advice	<p>Students describe, explain, interpret and/or develop ideas or information in response to a task or stimulus. Students create texts whose purposes may be imaginative, informative and/or persuasive that may provide evidence of:</p> <ul style="list-style-type: none"> • responding to or drawing upon texts (including literary texts) read, viewed or heard • understanding of texts • developing ideas and opinions • reporting information and ideas • sequencing ideas • using text structures and language features • writing using legibly formed letters • using features of voice • spelling using phonic, morphemic and grammatical knowledge when writing • create, edit and publish texts. 	<p>Students apply knowledge, understanding and skills, that can be observed (seen, heard, interpreted and recorded) and may provide evidence of:</p> <ul style="list-style-type: none"> • reading • interacting, listening and speaking • writing • creating. <p>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:</p> <ul style="list-style-type: none"> • digital recordings • annotated photographs • checklists • teacher notes.



Techniques		
	Extended response	Observed demonstration
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal
Examples	<p>Examples may include creating:</p> <ul style="list-style-type: none"> • procedures • recounts of events and stories • reports on events, experiences or topics of interest • information reports • descriptions • personal responses • expression of opinion • persuasive texts • explanations of a process. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • sharing ideas, information and expressing opinions • using features of voice when speaking • interacting in a group or class discussion • using phonic and word knowledge when reading • using punctuation for phrasing and fluency when reading • reading aloud and responding to questions • forming letters when writing • creating and editing.
Conditions	<p>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.</p> <p>Suggested length:*</p> <p>Year 1:</p> <ul style="list-style-type: none"> • written and/or multimodal responses up to 50 words • spoken/signed responses up to 45 seconds. <p>Year 2:</p> <ul style="list-style-type: none"> • written and/or multimodal responses up to 100 words • spoken/signed responses up to 1 minute. 	

Techniques	
	Observed demonstration
Extended response	
Conditions	<p>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.</p> <p>However:</p> <ul style="list-style-type: none"> • 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. <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>

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



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