

# Years 3–4 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	<p>focuses on responding in a detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period. While students may undertake some research when creating their response, it is not their focus.</p>	<p>focuses on students demonstrating their knowledge, understanding and skills in a context that is realistic 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.</p>
Learning area advice	<p>Students describe, explain, interpret and/or develop ideas or information in response to a task or stimulus. Students create a range of texts whose purpose may be imaginative, informative and/or persuasive that may provide evidence of:</p> <ul style="list-style-type: none"> <li>• responding to or drawing on texts (including literary texts) read, viewed, or heard</li> <li>• developing and sequencing ideas and expressing opinions</li> <li>• using text structures and language features for purposes and audiences</li> <li>• identifying and describing how authors use text structures, language features and visual features for purposes</li> <li>• writing using accurately formed letters</li> <li>• using features of voice</li> <li>• spelling using phonic, morphemic and grammatical knowledge</li> <li>• create, edit and publish texts.</li> </ul>	<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"> <li>• reading</li> <li>• interacting, listening and speaking</li> <li>• writing</li> <li>• creating.</li> </ul> <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"> <li>• digital recordings</li> <li>• annotated photographs</li> <li>• annotated checklists</li> <li>• teacher notes.</li> </ul>

<b>Mode</b>	written, spoken/signed or multimodal	written, spoken/signed or multimodal
<b>Examples</b>	<p>Examples may include creating:</p> <ul style="list-style-type: none"> <li>• stories including innovations</li> <li>• procedures</li> <li>• personal responses to literary texts with reasons</li> <li>• performances</li> <li>• sequential explanations</li> <li>• autobiographies and biographies</li> <li>• information reports which may include part/whole descriptions</li> <li>• reports</li> <li>• reviews</li> <li>• arguments</li> <li>• descriptions.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• sharing ideas and information, and expressing opinions</li> <li>• interacting in small group and class discussions</li> <li>• using features of voice when speaking</li> <li>• using phonic, semantic and grammatical knowledge when reading</li> <li>• reading accurately and fluently</li> <li>• forming letters when writing</li> <li>• creating and editing.</li> </ul>
<b>Conditions</b>	<p><b>Suggested time:</b> 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><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written and/or multimodal responses 100–200 words</li> <li>• spoken/signed and/or multimodal responses 1–2 minutes.</li> </ul> <p><b>Other:</b> Responses can be recorded or live and may be presented digitally. 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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