

Years 5–6 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	Short response
Description	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.	focuses on responding in a targeted way to a task or stimulus.
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"> responding to or drawing upon texts (including literary texts) read, viewed or heard developing and expanding on ideas and opinions (Year 5) developing, explaining and elaborating on ideas and opinions (Year 6) using text structures and language features for particular purposes and audiences identifying and explaining how authors use text structures and language features for particular purposes using features of voice spelling using phonic, morphemic and grammatical knowledge create, edit and publish texts with attention to language features to provide a succinct text. 	<p>Students create texts that may be imaginative, informative and persuasive. A response, which may be to a question or a task, is succinct and targeted and may be an individual short response or a series of short responses. Tasks may include responses that allow students to:</p> <ul style="list-style-type: none"> share and develop ideas directly and succinctly use features of voice use text structures and language features that may include topic-specific vocabulary, literary devices and multimodal features create, edit and publish texts with attention to language features to produce a succinct text.
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal



Techniques		
	Extended response	Short response
Examples	<p>Examples may include creating:</p> <ul style="list-style-type: none"> • narratives • procedures • performances • reports • reviews • arguments or expositions • discussions • explanations. 	<p>Examples may include creating or participating in:</p> <ul style="list-style-type: none"> • a response to an interview question • a poster (persuasive and/or informative) • a panel discussion • a digital response such as a serialised character vlog or a pitch.
Conditions	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be completed over multiple lessons and broken into components. <p>Suggested length:*</p> <ul style="list-style-type: none"> • written and/or multimodal responses 200–400 words • spoken/signed and/or multimodal responses 1–3 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be completed over multiple lessons and broken into components <p>Suggested length:*</p> <ul style="list-style-type: none"> • written and/or multimodal responses 25–50 words per item, up to 400 words • spoken/signed and/or multimodal responses approximately 1–1.5 minute/s.
	<p>Other: 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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