

Years 9–10 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		
	Short response	Extended response	Examination
Description	focuses on responding in a succinct and targeted way to a task or stimulus.	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 independently to seen or unseen assessment item/s under supervised conditions and in a set time-frame. Assessment item/s may include question/s, scenario/s and/or problem/s.
Learning area advice	Students respond to an assessment item in ways that may be aesthetic, imaginative, reflective, informative persuasive and/or analytical. 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.	Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical and may assess students' abilities to: <ul style="list-style-type: none"> • respond to or draw upon texts read and viewed including literary texts • develop new ideas • arrive at a conclusion based on their specific knowledge of a text • experiment with and adapt text structures and language features for audiences 	Students create short responses, a series of short responses, or an extended response based on assessment items that are either seen or unseen. <p>Note:</p> <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should not have been directly used in class. • Assessment items may be based on stimulus.

Techniques			
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	<p>Tasks may include responses that allow students to:</p> <ul style="list-style-type: none"> • directly and succinctly engage with the required stimulus/ideas/information and use evidence and elaboration to validate reasoning • engage imaginatively with the required stimulus/ideas/information and use the language, literary and/or visual features to shape meaning • produce, edit and publish texts where editing may include preparing, altering or refining with attention to grammar, spelling and punctuation. 	<ul style="list-style-type: none"> • use language for aesthetic purposes • develop, extend on, and substantiate an idea, opinion or point of view • reflect on and/ or extend on interpretations of, or responses to, literature • engage familiar and unfamiliar audiences • use features of voice • produce, edit and publish texts where editing may include preparing, altering or refining with attention to grammar, spelling and punctuation. 	
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> • a response to interview question • a poster • participation in a panel discussion • a reflection • a digital creation, e.g. description or imaginative response such as a serialised narrative, vlog, journal, pitch, webpage, infotainment or demonstration. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • a narrative, e.g. short story, intervention, transformation, auto/biography • a performance, e.g. monologue, director's commentary, vlog, vodcast/podcast, seminar, speech pitch/campaign, panel discussion • a report, e.g. news item • a discussion • a literary analysis • a critical response • an argument, e.g. essay, explanation, response to stimulus, letter to the editor • a review, foreword, article, film review, blog/vlog. 	<p>Examples may include extended or short responses that are:</p> <ul style="list-style-type: none"> • a script, e.g. director's commentary, seminar, speech or pitch • a report, e.g. news item • a discussion • a literary analysis • a critical response • an argument, e.g. essay, explanation, response to stimulus, letter to the editor • a review, e.g. foreword, article, film review.

				Techniques		
				Short response	Extended response	Examination
Conditions				<p>Suggested length:*</p> <ul style="list-style-type: none"> written/-multimodal responses <ul style="list-style-type: none"> – 100–300 words per item, up to 800 words for the task spoken/signed/-multimodal responses approximately 1–2 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written/-multimodal responses <ul style="list-style-type: none"> – 600–800 words spoken/signed/-multimodal responses <ul style="list-style-type: none"> – 3–5 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 90 minutes, plus 10 minutes planning. May be completed in a single allocation of time or over a number of allocated time slots such as a number of lessons in a week under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> short responses <ul style="list-style-type: none"> – 100–300 words per item up to 800 words for the task extended responses <ul style="list-style-type: none"> – 600–800 words per task.

*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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