

# Prep assessment techniques and conditions

## Health and Physical Education

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			
	Performance	Investigation	Project	Observed demonstration
Description	focuses on the application of skills, concepts and/or strategies, considering informal or formal settings as appropriate.	focuses on guided research of a specific problem, question or issue using data and/or information. Students may be supported to expand on their thinking through question prompts given by the teacher.	focuses on responding to a problem, issue or scenario using a process in a relevant context to demonstrate learning. Students may be supported to expand on their thinking through question prompts given by the teacher.	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 an ongoing basis as the teacher views, listens, interprets and records evidence against relevant aspects of the achievement standard.
Learning area advice	Students apply movement skills and movement concepts through active play and structured movement activities. Judgments relating to the quality of performance are made iteratively. All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.	Students identify and describe through an inquiry or research context. It requires students to use information they have been given and the knowledge they currently have.	Students apply their knowledge, understanding and skills through a small number of tasks completed over a series of lessons. Students identify and describe information and/or data collected from physical performance and/or provided as a stimulus.	Students apply their knowledge, understanding and skills, that can be observed (seen, heard, interpreted, and recorded) and may provide evidence of: <ul style="list-style-type: none"> <li>• interacting respectfully, using personal and social skills</li> <li>• seeking, giving and denying permission respectfully</li> <li>• moving their body safely</li> <li>• following rules and playing fairly.</li> </ul>

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				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: <ul style="list-style-type: none"> <li>• annotated checklists</li> <li>• digital recordings</li> <li>• annotated photographs</li> <li>• teacher notes.</li> </ul>
<b>Mode</b>	practical^	written, spoken/signed or multimodal	written, spoken/signed or multimodal	spoken/signed, practical^
<b>Examples</b>	Examples may include: <ul style="list-style-type: none"> <li>• demonstrating protective behaviours and help seeking strategies through scenarios</li> <li>• demonstrating movement skills and sequences in movement situations.</li> </ul>	Examples may include: <ul style="list-style-type: none"> <li>• journaling, including <ul style="list-style-type: none"> <li>– annotated diagrams</li> <li>– drawings or photographs, e.g. picture diary</li> </ul> </li> <li>• instructions</li> <li>• poster</li> <li>• interview</li> <li>• description <ul style="list-style-type: none"> <li>– visual description, including the use of categorised pictures</li> <li>– annotation.</li> </ul> </li> </ul>	Examples may include: <ul style="list-style-type: none"> <li>• response to stimulus or practical activity</li> <li>• visual representation of a process</li> <li>• roleplay</li> <li>• spoken/signed presentation about practical activities.</li> </ul>	Examples may include: <ul style="list-style-type: none"> <li>• interacting respectfully in partner, small-group and whole-class activities, demonstrating personal and social skills in a variety of contexts</li> <li>• demonstrating fair play in play-based activities and physical activities</li> <li>• interacting in group discussions, sharing similarities and differences</li> <li>• demonstrating seeking, giving and denying permission, sharing possessions or personal space in a variety of contexts.</li> </ul>

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Conditions	<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> Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p> <p><b>Other:</b> Practical mode observed by the teacher during class time. 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"> <li>• scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked</li> <li>• details of the support must be provided on the student response.</li> </ul> <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>			

^All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.



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