

Years 1–2 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
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 provided with scaffolds to organise their ideas and data. 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.
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, describe and explain 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.
	Additional evidence can be gathered within an assessment task through teacher observation. The teacher observes (views, listens, interprets and records) students' ability to demonstrate the application of their knowledge, understanding and skills when responding to the task. The teacher is required to document evidence of learning against relevant aspects of the achievement standard.		
Mode	practical [^]	written, spoken/signed or multimodal	written, spoken/signed or multimodal

Techniques			
	Performance	Investigation	Project
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> demonstrating movement skills and sequences in a variety of movement situations and settings developing and following rules during partner, small-group, and whole-class games demonstrating practices and protective behaviours through scenarios and authentic situations demonstrating skills and strategies to interact positively with others in a variety of contexts. 	<p>Examples may include:</p> <ul style="list-style-type: none"> journaling, including <ul style="list-style-type: none"> annotated diagrams drawings or photographs, e.g. picture diary report instructions graphic organiser poster interview description or explanation <ul style="list-style-type: none"> visual description, including the use of categorised pictures annotation digital presentation. 	<p>Examples may include:</p> <ul style="list-style-type: none"> response to stimulus or practical activity written text about practical activities record of data from practical activities, e.g. table, graph visual representation of a process, e.g. flow chart, diagram roleplay spoken/signed presentation about practical activities.
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: 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>Other: 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"> 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>		

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



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