

# Years 3–4 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	Supervised assessment
Description	focuses on the application of skills, concepts and/or strategies, considering informal or formal settings as appropriate.	focuses on researching a specific problem, question or issue using data and/or information.	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 independently responding to a set of provided questions, scenarios and/or problems, under supervised conditions and within a set time frame.
Learning area advice	<p>Students apply movement skills and movement concepts and adapt movement strategies in movement situations.</p> <p>Judgments relating to the quality of performance are made iteratively.</p> <p>All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.</p>	<p>Students describe, apply and interpret through an inquiry or research context.</p> <p>It requires students to use information they have been given and the knowledge they currently have.</p>	<p>Students apply their knowledge, understanding and skills through a small number of tasks completed over a series of lessons.</p> <p>Students interpret and describe information and/or data collected from physical performance and/or provided as a stimulus.</p>	Students respond to one or more assessment items.
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.				

					Techniques				
					Performance	Investigation	Project	Supervised assessment	
Mode					practical^	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written, spoken/signed or practical^	
Examples					<p>Examples may include:</p> <ul style="list-style-type: none"> <li>demonstrating, refining and applying movement skills, concepts and strategies in movement situations</li> <li>creating and performing movement sequences in movement situations</li> <li>promoting fair play, inclusivity and cooperation</li> <li>demonstrating practices and protective behaviours through scenarios and authentic situations in online and offline contexts.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>report</li> <li>action plan/media campaign</li> <li>poster</li> <li>slideshow</li> <li>webpage.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>response to stimulus or practical activity</li> <li>written text about practical activities</li> <li>record of data from practical activities, e.g. table, graph</li> <li>visual representation of a process, e.g. flow chart, diagram</li> <li>presentation about practical activities</li> <li>presentation about health and wellbeing strategies</li> <li>interview</li> <li>roleplay</li> <li>storyboard in response to health and/or safety scenarios.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>multiple choice items</li> <li>short response items <ul style="list-style-type: none"> <li>single-word answers</li> <li>sentence answers that describe concepts and give explanations and/or examples of these concepts in context</li> <li>short paragraph response</li> </ul> </li> <li>extended response items <ul style="list-style-type: none"> <li>explanation of a process and/or practical activity</li> <li>response to a health or movement scenario.</li> </ul> </li> </ul>	

Techniques				
	Performance	Investigation	Project	Supervised assessment
Conditions	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• observed by the teacher during class time.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written responses 100–200 words</li> <li>• spoken/signed responses up to 1 minute.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written responses 100–200 words, comprising short response items 25–50 words per item</li> <li>• spoken/signed responses up to 1 minute, comprising short response items 15–20 seconds per item.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• up to 40 minutes, plus 10 minutes perusal and/or planning time</li> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• up to 100 words, comprising <ul style="list-style-type: none"> <li>– short responses up to 25 words per item</li> <li>– extended responses 25–50 words per item.</li> </ul> </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.

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



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