

Years 5–6 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 refine and modify movement skills and strategies and apply concepts 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 collect, analyse, propose and evaluate through an inquiry or research context.</p> <p>It requires students to locate and use data or information that goes beyond what 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 analyse and explain 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. | | | | |



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|----------|--|--|--|--|---|---------------|--|-----------------------|--|--|
| | | | | | 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"> • demonstrating, refining and applying movement skills, concepts and strategies in movement situations • transferring movement strategies between movement situations • creating and performing movement sequences in a range of contexts • promoting fair play, inclusivity and cooperation • demonstrating practices and protective behaviours through scenarios and authentic situations in online and offline contexts. | | | | <p>Examples may include:</p> <ul style="list-style-type: none"> • report • action plan/media campaign • poster • slideshow • podcast • webpage • blog. | | <p>Examples may include:</p> <ul style="list-style-type: none"> • response to stimulus or practical activity • written text about practical activities • journal entry, e.g. analysis of health or movement scenarios • record of data from practical activities, e.g. table, graph • visual representation of a process, e.g. flow chart, diagram • presentation about practical activities • interview • roleplay of health scenarios • presentation about health and wellbeing strategies • storyboard in response to health and/or safety scenarios. | | <p>Examples may include:</p> <ul style="list-style-type: none"> • multiple choice items • short response items <ul style="list-style-type: none"> – single-word answers – sentence answers that describe concepts and give explanations and examples of these concepts in context – short paragraph response • extended response items <ul style="list-style-type: none"> – explanation of a process and/or practical activity – response to a health or movement scenario – construction and/or interpretation of primary or secondary data. | |

| Techniques | | | | |
|------------|--|---|---|--|
| | Performance | Investigation | Project | Supervised assessment |
| Conditions | <p>Suggested time:</p> <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <ul style="list-style-type: none"> observed by the teacher during class time. | <p>Suggested time:</p> <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 200–400 words spoken/signed responses 1–2 minutes. | <p>Suggested time:</p> <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 200–400 words, comprising short response items 40–60 words per item spoken/signed responses 1–2 minutes, comprising short response items 20–30 seconds per item. | <p>Suggested time:</p> <ul style="list-style-type: none"> up to 60 minutes, plus 10 minutes perusal and/or planning time may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <ul style="list-style-type: none"> up to 200 words, comprising <ul style="list-style-type: none"> short responses 25–50 words per item extended responses 50–100 words per item. |
| | <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.

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



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