Years 1–2 assessment techniques and conditions

ACiQ | v9.0

Humanities and Social Sciences

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		
	Investigation	**Project**	**Observed demonstration**
Description	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.	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 on an ongoing basis as the teacher views, listens, interprets and records evidence against relevant aspects of the achievement standards.
Learning area advice	Students investigate using an inquiry process by developing question/s and collecting information from observations and provided sources, to draw a conclusion/s.	Students respond to a task, or scenario using provided sources to draw a conclusion/s and/or make proposals.	Students interpret information and/or data, discuss perspectives and/or draw conclusions using observations and provided sources.
Mode	written, spoken/signed or multimodal	written, spoken/signed, practical^ or multimodal	written, spoken/signed, practical^ or multimodal
Examples	Examples may include: • information report • field trip report or observation notes, e.g. local community site, museum • multimodal presentation • speech • interview • annotated source, photograph or diagram.	Examples may include: • display poster • roleplay • journal entry.	Examples may include: • teacher–student discussion or conference • teacher–student questions with prompting or sources where appropriate • participation in a group discussion sharing ideas and perspectives • drawing or model-making from student's own interest.

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Conditions	**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.
	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.
	Other:
	Practical mode observed by the teacher during class time.
	Responses can include a variety of work samples collected using a variety of modes, 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 assessment.
	However:
	• 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.
	Questions or instructions can be read to students in whole class, group or individual situations.

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