

Years 3–4 assessment techniques and conditions

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	Supervised assessment
Description	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	Students investigate using an inquiry process by developing question/s and locating information and/or data from different sources, to draw a conclusion/s.	Students respond to a challenge, issue or scenario using provided or collected evidence to draw conclusions and/or propose actions.	Students respond to assessment items that include seen or unseen stimulus from sources. It may require students to 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.		
Mode	written, spoken/signed or multimodal	written, spoken/signed, practical^ or multimodal	written, spoken/signed or practical^
Examples	Examples may include: <ul style="list-style-type: none"> • information report • aspects of a field report • article or news report • persuasive letter • multimodal presentation 	Examples may include: <ul style="list-style-type: none"> • information brochure • infographic, including diagrams and/or flow charts • proposal • annotated storyboard 	Examples may include: <ul style="list-style-type: none"> • short response items • paragraph response (standalone or linked to stimulus) • extended response items • response to stimulus.



				Techniques		
		Investigation	Project	Supervised assessment		
		<ul style="list-style-type: none"> • speech • interview • digital story • photographic essay. 	<ul style="list-style-type: none"> • roleplay • interview • podcast • blog • vlog • interactive slideshow or animation • print or television advertisement. 			
Conditions	<p>Suggested time:</p> <ul style="list-style-type: none"> • allocated in class or out of class time based on context of the task • may be completed over multiple lessons or broken into components. <p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 100–200 words • spoken/signed responses up to 1 minute. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be completed over multiple lessons or broken into components. <p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 100–200 words • spoken/signed responses up to 1 minute • practical as negotiated. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 40 minutes, plus 10 minutes perusal and/or planning time • may be completed over multiple lessons or broken into components. <p>Suggested length:*</p> <ul style="list-style-type: none"> • up to 200 words <ul style="list-style-type: none"> – short responses up to 25 words – extended responses 25–50 words • spoken/signed responses up to 1 minute • practical as negotiated. 			
	<p>Other:</p> <p>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 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>					

*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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