

Years 1–2 assessment techniques and conditions

Languages

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 | |
|----------------------|--|--|
| | Short response | Observed demonstration |
| Description | focuses on responding in a targeted way to learning experiences by communicating ideas or information. | 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 respond to an assessment item that may be a question or a task, that is succinct and targeted. This may be an individual short response or a series of short responses. Students may respond in English and/or in the language studied. | Students communicate meaning in the language studied and show understanding of language and culture. Teachers make professional decisions regarding how to collect evidence of students' learning that may include: <ul style="list-style-type: none"> • digital recordings • annotated photographs • annotated checklists • teacher notes. |
| Mode | written, spoken/signed or multimodal | written or spoken/signed |
| Examples | Examples may include: <ul style="list-style-type: none"> • creating a glossary of new words with accompanying drawings • creating profiles, e.g. profile of a classmate • drawing and labelling • matching words or characters and pictures • presenting a poster • sequencing pictures and phrases to create a story. | Examples may include: <ul style="list-style-type: none"> • introduction • interaction through games • participation in everyday interactions • participation in group discussions sharing ideas in English • participation in teacher-student conversations • song performance with actions. |



| Techniques | |
|-------------------|---|
| Short response | Observed demonstration |
| 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: 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 • questions or instructions can be read to students in whole class, group or individual situations. |



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