Years 5–6 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	
	Extended response	**Supervised assessment**
Description	focuses on responding in a detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period. While students may undertake some research when creating their response, it is not their focus.	focuses on independently responding to a set of provided questions and/or scenarios, under supervised conditions and within a set time frame.
Learning area advice	Students respond to an assessment item that may include stimulus such as images, maps or written text. This may be an individual extended response or several extended responses. Students may respond in English and/or in the language studied.	Students respond to one or more assessment items. Students may respond in English and/or in the language studied, to assessment items, which may include stimulus.
	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 or spoken/signed

For all Queensland schools

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	Techniques	
	Extended response	**Supervised assessment**
Examples	Examples may include: • conversation or roleplay • description, explanation and/or interpretation • picture book/graphic novel • multimodal presentation • review • speech • visual recording with audio commentary.	Examples may include: • annotated picture • description, explanation and/or interpretation, including comprehension questions • email or postcard • multiple-choice item • sequencing events in a recount • student-centred language conversation • reflection in English.

Conditions	**Suggested length:***
	• written responses, in
	  – Chinese: up to 100 characters or equivalent in Pinyin
	  – English: up to 200 words
	  – European languages and Indonesian: up to 100 words
	  – Japanese: up to 150 characters or equivalent in Romaji
	• spoken/signed responses up to 2 minutes.
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		Suggested time:
		• up to 50 minutes, up to 10 minutes perusal and/or planning with seen or unseen stimulus, under supervised conditions.
		
		Suggested length:*
		• written responses, in
		  – Chinese: up to 75 characters or equivalent in Pinyin
		  – English: up to 200 words
		  – European languages and Indonesian: up to 75 words
		  – Japanese: up to 125 characters or equivalent in Romaji
		• spoken/signed responses up to 2 minutes.

*Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

Notes:

Questions or instructions may be read to students in whole class, group or individual situations.

Stimulus items, where possible, should provide students with opportunities to engage with authentic texts appropriate to the band level. Audio or audiovisual text/s may be heard multiple times, be delivered more slowly than background speaker pace and include pausing.