Years 7–8 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	**Extended response**	**Examination**
Description	focuses on responding in a succinct and targeted way to a task or stimulus.	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 responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s and/or scenario/s.
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 respond to an assessment item that may include stimulus such as images, maps or audio, audio-visual or written text/s. This may be an individual extended response or several extended responses. Students may respond in English and/or in the language studied.	Students create short responses, a series of short responses, and/or an extended response based on assessment items that are either seen or unseen. Students may respond in English and/or in the language studied. **Note:** • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should not have been directly used in class. • Assessment items may be based on stimulus.
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written or spoken/signed

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	Techniques		
	Short response	**Extended response**	**Examination**
Examples	Examples may include: • advertisement • description, explanation, interpretation and/or reflection • family tree • identity card • invitation • picture book • poem • postcard • poster • slideshow.	Examples may include: • bilingual recipe book or guide • conversation • description, explanation, interpretation and/or reflection • email or letter • podcast • roleplay • speech • visual text with audio commentary.	Examples may include: • annotated picture • description, explanation, interpretation and/or reflection • email or letter • essay • student-centred language conversation.

Conditions	**Suggested length:***
	• written responses in
	  – Chinese: up to 75 characters or equivalent in Pinyin
	  – English: up to 75 words
	  – European languages and Indonesian: up to 75 words
	  – Japanese: up to 125 characters or equivalent in Romaji
	• spoken/signed responses up to 1 minute.
		Suggested length:*
		• written responses in
		  – Chinese: up to 200 characters or equivalent in Pinyin
		  – English: up to 300 words
		  – European languages and Indonesian: up to 200 words
		  – Japanese: up to 300 characters or equivalent in Romaji
		• spoken/signed responses up to 2 minutes.
			Suggested time:
			• up to 70 minutes, up to 10 minutes planning with seen or unseen stimulus, under supervised conditions.
			
			Suggested length:*
			• written responses in
			  – Chinese: up to 150 characters or equivalent in Pinyin
			  – English: up to 300 words
			  – European languages and Indonesian: up to 150 words
			  – Japanese: up to 250 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.

Schools consider students' point of entry (P–10 or 7–10 sequences) when making decisions about stimulus, assessment techniques, conditions and modes.