

Years 1–2 assessment techniques and conditions

Science

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 | | |
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| | Experimental investigation | Investigation | Supervised assessment |
| Description | focuses on investigating a question and/or problem and making predictions. The questions may be provided by the teacher, devised by the student, or formulated collaboratively. Students are supported to plan and conduct investigations, problem solve and generate data. | 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 provided question/s, scenario/s and/or problem/s at a point in time under supervised conditions. Students may be supported by the teacher to access the instructions, with their task organisation and/or guided through the sequence in steps, allowing the student to demonstrate their knowledge, understanding and skills. |
| Learning area advice | Students are supported to plan and conduct safe experiments and consider if the experiment is fair. Experiments may be conducted in the classroom or field. | Students describe and predict using secondary data and information. | Students are guided to complete a supervised assessment. Students respond to one or more assessment items. Questions or tasks may be based on stimulus material. |
| Additional evidence can be gathered within an assessment task through teacher observation. The teacher observes (views, listens, interprets and records) students' demonstration 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. | | | |

| Techniques | | | |
|------------|--|--|---|
| | Experimental investigation | Investigation | Supervised assessment |
| Mode | written, spoken/signed, practical [^] or multimodal | written, spoken/signed, practical [^] or multimodal | written, spoken/signed or practical [^] |
| Examples | <p>Examples may include:</p> <ul style="list-style-type: none"> • practical[^] demonstration • model building • science journal (record of investigation) involving <ul style="list-style-type: none"> – setting up – making observations – gathering and organising data which may include drawing or photographing • poster to represent experiment. | <p>Examples may include:</p> <ul style="list-style-type: none"> • populated graphic organisers • science journal (record of research) including annotated diagrams or photographs • presentation, e.g. interview. | <p>Examples may include:</p> <ul style="list-style-type: none"> • multiple choice items • short response items <ul style="list-style-type: none"> – single word, sentence or short paragraph – practical exercises – demonstrations – labelled drawing or photography – interpreting pictures, diagrams or text – explaining information using scientific language where applicable. |
| 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: Practical mode observed by the teacher during class time. 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 provided support must be noted on the student response. <p>Questions or instructions can be read to students in whole class, group or individual situations.</p> | | |

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

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