

Years 3–4 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		
	Experimental investigation	Investigation	Supervised assessment
Description	focuses on investigating a question and/or problem and making predictions. Questions may be constructed by students or provided by the teacher. The focus is on planning and conducting an experimental investigation, and problem-solving using data generated by the student.	focuses on researching a specific problem, question or issue using data and/or information.	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 are supported to plan and conduct safe experiments and fair tests. Experiments may be conducted in the classroom or field.	Students collect, describe, explain and draw conclusions using secondary data and information. Students develop research skills including acknowledging sources.	Students demonstrate knowledge, understanding and inquiry processes. Students respond to one or more assessment items. These items can be: <ul style="list-style-type: none"> • multiple choice • short response • extended response.
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 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 an observation gathering and organising data which may include labelled drawings and/or photographs poster to represent experiment. 	<p>Examples may include:</p> <ul style="list-style-type: none"> report populated graphic organiser science journal including annotated diagrams, drawings, 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 or sentence response short paragraph response extended response items <ul style="list-style-type: none"> explanation practical exercise and/or calculation completion, construction, use, interpretation, or analysis of primary or secondary data, graphs, tables or diagrams.
Conditions	<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"> 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"> may be completed over multiple lessons or broken into components up to 40 minutes, plus 10 minutes perusal and/or planning time. <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. practical as negotiated.
	<p>Other:</p> <p>Responses can be recorded or live and may be presented digitally.</p> <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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