

# Years 5–6 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 plan and conduct safe, repeatable experiments. Experiments may be conducted in the classroom or field. All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.	Students research, collect, describe, explain and draw conclusions using secondary data and information. Research conventions should be followed, e.g. acknowledging sources, regardless of the presentation format.	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"> <li>• multiple choice</li> <li>• short response</li> <li>• extended response.</li> </ul>
	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.		
Mode	written, spoken/signed, practical <sup>^</sup> or multimodal	written, spoken/signed, practical <sup>^</sup> or multimodal	written or practical <sup>^</sup>

Techniques			
	Experimental investigation	Investigation	Supervised assessment
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• scientific report</li> <li>• article for science journal</li> <li>• record of investigations, including set-up</li> <li>• poster to represent experiment</li> <li>• practical demonstration</li> <li>• scientific phenomena modelling.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• report</li> <li>• news article</li> <li>• populated graphic organiser</li> <li>• debate</li> <li>• persuasive speech</li> <li>• presentation, e.g. narrated slideshow.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• multiple choice items</li> <li>• short response items <ul style="list-style-type: none"> <li>– single word or sentence response</li> <li>– short paragraph/s response (standalone or linked to stimulus)</li> </ul> </li> <li>• extended response items <ul style="list-style-type: none"> <li>– explanation</li> <li>– practical exercise and/or calculation including response to stimulus</li> <li>– completion, construction, use, interpretation, or analysis of primary or secondary data, graphs, tables or diagrams.</li> </ul> </li> </ul>
Conditions	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be completed over multiple lessons or broken into components.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written responses 200–400 words</li> <li>• spoken/signed 1–2 minutes</li> <li>• practical as negotiated.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be completed over multiple lessons or broken into components.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written responses 200–400 words</li> <li>• spoken/signed responses 1–2 minutes</li> <li>• practical as negotiated.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be completed over multiple lessons or broken into components</li> <li>• up to 60 minutes, plus 10 minutes perusal and/or planning time.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• up to 300 words <ul style="list-style-type: none"> <li>– short response 25–50 words</li> <li>– extended response 50–100 words.</li> </ul> </li> <li>• practical as negotiated.</li> </ul>
	<p><b>Other:</b></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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