Prep assessment techniques and conditions

ACiQ | v9.0

Mathematics

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		
	Project	**Observed demonstration**	**Supervised assessment**
Description	focuses on responding to a problem, issue or scenario using a process in a relevant context to demonstrate learning. Students may be supported to expand on their thinking through question prompts given by the teacher.	focuses on students demonstrating their knowledge, understanding and skills in a context that is realistic, playful or routine, as a task is completed. The teacher observes and may interact with the student. Professional decisions are made at a point in time or on an ongoing basis as the teacher views, listens, interprets and records evidence against relevant aspects of the achievement standard.	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 demonstrate and apply mathematical proficiencies and/or mathematical process skills in order to make connections between concepts, skills, procedures and processes across strands. A project may require students to complete some or all relevant components of a mathematical process including: • solving problems and finding solutions • gathering, sorting and comparing information and/or data • applying mathematics to model and represent situations	Students apply the mathematical proficiencies when responding to simple familiar, complex familiar and unfamiliar questions, scenarios or problems that can be observed (seen, heard, interpreted and recorded). Across ongoing learning experiences or at a point in time, the teacher observes and collects evidence as the students demonstrate knowledge, understanding and skills. Evidence of learning may include: • digital recordings • annotated photographs • checklists • teacher notes.	Students apply the mathematical proficiencies when responding to simple familiar, complex familiar and unfamiliar questions, scenarios or problems. It requires students to independently respond to one or more short response items at a point in time under supervised conditions.

	Techniques		
	Project	**Observed demonstration**	**Supervised assessment**
	• using mathematical reasoning and language to communicate ideas.		
Mode	written, spoken/signed, practical^ or multimodal	spoken/signed or practical^	written, spoken/signed or practical^
Examples	Examples may include: • learning journal – collection of annotated work samples and/or photographs – reflections • investigation folio – collection of student work samples reflecting a problem-based learning experience • creation and/or interpretation of diagrams, maps, images or drawings that represent and/or demonstrate a solution.	Examples may include: • evidence of practical demonstration/s of mathematical skills – manipulating physical and virtual materials – using direct comparison to compare objects – moving positions by following directions • evidence of spoken/signed mathematical understandings – teacher–student discussion or conference – group discussion sharing ideas – socio-dramatic play such as roleplay or small world play.	Examples may include: • short response items, which may involve – single word, term or sentence responses – finding unknown elements in number sentences, equations or expressions – drawing, labelling or interpreting images, diagrams or text – sorting or matching pictures or words – sequencing events and connecting time – using direct comparison strategies to compare objects – collecting, sorting and comparing data – manipulating physical and virtual materials to demonstrate understanding and skills.
Conditions	**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. **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. **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. However: • scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked		

	Techniques		
	Project	**Observed demonstration**	**Supervised assessment**
	• details of the provided support must be noted on the student response. Questions or instructions can be read to students in whole class, group or individual situations.		

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