

Years 1–2 assessment techniques and conditions

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 standards.	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: <ul style="list-style-type: none"> • solving problems and finding solutions • acquiring, representing and comparing information and data to draw conclusions • applying mathematics in order to model situations • making mathematical decisions drawing on concepts, skills, procedures and processes. 	Students demonstrate and apply mathematical proficiencies and/or mathematical process skills when responding to simple familiar, complex familiar and unfamiliar questions, scenarios or problems that can be observed (seen, heard, interpreted and recorded). Teachers make professional decisions at a point in time or on an ongoing basis about how to collect evidence of students' learning against relevant aspects of the achievement standard. Evidence of learning may include: <ul style="list-style-type: none"> • digital recordings • annotated photographs • checklists • teacher notes. 	Students demonstrate and apply mathematical proficiencies and/or mathematical process skills 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			
Mode	written, spoken/signed, practical^ or multimodal			spoken/signed or practical^			written, spoken/signed or practical^		
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> • learning journal <ul style="list-style-type: none"> – collection of annotated work samples and/or photographs – reflections • investigation folio <ul style="list-style-type: none"> – collection of student work samples reflecting a problem-based learning experience • construction of two-dimensional representations or three-dimensional models • investigation report • multimedia presentation. 			<p>Examples may include:</p> <ul style="list-style-type: none"> • evidence of demonstration/s of mathematical skills <ul style="list-style-type: none"> – manipulating physical and virtual materials – using informal units to measure attributes of shapes and objects – moving positions by following directions • evidence of spoken/signed mathematical understandings <ul style="list-style-type: none"> – teacher–student discussion or conference – group discussion sharing ideas – socio-dramatic play such as roleplay or small world play. 			<p>Examples may include:</p> <ul style="list-style-type: none"> • multiple choice items • short response items <ul style="list-style-type: none"> – calculating using algorithms – drawing, labelling or interpreting graphs, tables, two-dimensional representations or diagrams – single word, term, sentence or short paragraph responses – finding unknown elements in number sentences, equations or expressions – justifying solutions using appropriate mathematical language – interpreting ideas and information – using informal units to measure attributes of shapes and objects – manipulating physical and virtual materials to demonstrate understanding and skills. 		

Techniques		
Project	Observed demonstration	Supervised assessment
Conditions	<p>Suggested time: Assessments may be administered over several lessons or broken into components if this suits the intent of the assessment or to reflect the needs of the learners.</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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