Prep–Year 2 assessment techniques and conditions v1.0

Technologies — Design and Technologies

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and conditions.

Techniques	Project	Investigation	Test
Description	A project assesses students' abilities to design and produce products, services and environments, suitable for an identified technologies context.	An investigation assesses students' abilities to collect, sort, record and interpret data or information.	A test assesses students' responses that are produced independently, under supervision and in a set timeframe. A test assesses a selection of subject matter that accurately reflects the intended learning of the topic.
	A design project is guided and requires students to apply the knowledge, understanding and skills for one of the technologies contexts (at least once each across the band): – engineering principles and systems – food and fibre production and food specialisations – materials and technologies specialisations. Students: • respond to a personal and/or family setting where there is an immediate, direct and tangible outcome • explore and investigate materials, systems, components, tools and equipment • use a range of graphical representation techniques to communicate (draw, model, explain) ideas • plan simple steps and follow directions to complete design ideas or projects, manage their role within team projects and work safely.	An investigation is guided and requires students to use information that they have been given and the knowledge they currently have. Students: • participate in guided investigations to identify how people design and produce familiar products, services and environments, and how they meet the needs of users and affect others and the environment • develop the response to the investigative question or the definition of the problem.	A test is guided and requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material. A test may be administered over several sessions if this suits the intent of the assessment or to reflect the needs of the learners.

Techniques	Project	Investigation	Test

Formats (examples only)	Formats include:
	• a folio capturing the design process undertaken by the student
	• sequenced instructions
	• practical exercises
	• the designed solution in the form of a product, service or environment.
		Formats include:
		• presentation
		• journal (record of investigation)
		• template worksheets
		• report
		• description/explanation
		• slideshow
		• device application
		• evaluation of the advantages and disadvantages of design ideas and technologies.
			Formats include:
			• short response items
			  – cloze, true/false, single word, term, multiple choice, sentence or short paragraph responses
			  – response to a design challenge
			  – explaining a process and/or practical activity, sequenced instructions
			• response to stimulus.

	Observation may be used to record evidence of the students' ability to use the processes and production skills and communicate their understanding of technologies and technologies contexts in an assessment. It can be used across all assessment techniques. An observation record is evidence of student learning gathered by a teacher in digital and/or written formats.		
Conditions	There are no recommended times or lengths for responses. Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally. Student responses may be scribed to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete assessment, however: • scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked • details of the support must be provided on the student response. Questions or instructions can be read to students in whole class, group or individual situations.		

Notes
All practical work must be organised with student safety in mind. Information on creating safe and healthy school environments, along with current work health and safety laws, is available at the Queensland Department of Education website. Schools must ensure their practices meet current guidelines.