Years 3–4 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 response conditions.

Techniques	Project	Investigation	Test
Description	A project assesses students' abilities to design and produce designed solutions to needs or opportunities by addressing specified contexts and documenting the design process.	An investigation assesses students' abilities to collect, manipulate, interpret and draw conclusions about data or information.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	A design project requires students to apply the knowledge, understanding and skills for each of the technologies contexts: • engineering principles and systems • food and fibre production and food specialisations • materials and technologies specialisations. Students: • explain needs or opportunities • evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations • develop and expand design ideas • plan and sequence major steps in design and production.	An investigation requires students to use information that they have been given and the knowledge they currently have.	A test 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.

For all Queensland schools

Techniques	Project	Investigation	Test

Formats (examples only)	Formats include:
	• written
	  – a folio capturing the design process undertaken by the student
	• practical
	  – the designed solution in the form of a product, service or environment.
		Formats include:
		• written
		  – description/explanation
		  – report
		  – evaluation of the advantages and disadvantages of design ideas and technologies
		• spoken/signed or multimodal
		  – presentation
		  – oral report
		  – slideshow
		  – device application.
			Formats include:
			• short response items
			• extended response items
			  – explanation of a process and/or practical activity
			  – response to a design challenge
			• response to stimulus.

Conditions	Suggested length:* • written responses, including graphical representations 50–100 words • spoken/signed responses up to 1 minute • multimodal responses up to 1½ minutes • video recordings up to 45 seconds.	Suggested length:* • written responses 100–200 words • spoken/signed responses up to 1 minute • multimodal responses 1–2 minutes.	Suggested time: • up to 40 minutes, plus 10 minutes perusal. Suggested length:* • up to 200 words.

Notes
Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.
* 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. 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.