Prep–Year 2 assessment techniques and conditions v1.0

Technologies — Digital 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 create digital solutions to problems by designing a solution and documenting the process.	An investigation assesses students' abilities to collect, explore and sort data and information to solve simple problems.	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 digital project is guided and requires students to apply knowledge, understanding and skills to create digital solutions using the design process. Students: • identify how common digital systems are used to meet specific purposes • use digital systems to represent simple patterns in data in different ways • design solutions to simple problems • collect familiar data • create, organise, and share their ideas and information.	An investigation is guided and requires students to use data or information that they have been given and the knowledge they currently have.	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.

For all Queensland schools

Techniques	Project	Investigation	Test

Formats (examples only)	Formats include:
	• a folio capturing the design process undertaken by the student
	• sequenced instructions
	• interactive web application
	• simulation, game or quiz
	• robotics
	• simple interactive stories and animations
	• 3D model.
		Formats include:
		• presentation
		• journal (record of investigation)
		• template worksheets
		• report
		• description/explanation of information systems
		• slideshow
		• device application.
			Formats include:
			• short response items
			  – cloze, true/false, single word, term, multiple choice, sentence or short paragraph answers
			  – practical exercises
			  – sequenced instructions
			  – explanation of a process and/or practical activity
			  – interpretation of tables and diagrams
			• response to stimulus.

	Observation is used to record evidence of the students' knowledge and understanding in Digital Technologies. 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.		