# Years 5–6 assessment techniques and conditions v1.1

## 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 response conditions.

| Techniques | Project | Investigation | Test |
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| **Description** | A project assesses students' abilities to create digital solutions to problems by addressing specified content, creating and designing a solution, and documenting the process. | An investigation assesses students' abilities to collect, manipulate, interpret and draw conclusions about data and information. | A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship. |
| | A digital project requires students to apply knowledge, understanding and skills to create digital solutions using the design process.<br><br>Students:<br>• develop algorithms to address the problem<br>• incorporate decision-making, repetition and user interface design into designs<br>• explain how information systems and their solutions meet needs and consider sustainability.<br><br>Students use a variety of processes and production skills when completing digital projects. | An investigation requires students to locate and use data or information that goes beyond what they have been given and the knowledge they currently have.<br>Research conventions must be followed, e.g. acknowledging sources, regardless of the presentation format. | 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. |
| **Formats** (examples only) | Formats include:<br>• written<br>– a folio capturing the design process undertaken by the student<br>• spoken/signed or multimodal<br>– oral report<br>• ICT (digital solutions)<br>– interactive web application | Formats include:<br>• written<br>– description/explanation<br>– report<br>– response to stimulus<br>– analysis of digital solutions that considers use of data; interactions with users and within systems; and possible impacts on people, the economy and | Formats include:<br>• short response items<br>– single word, true/false, multiple choice, sentence answers or cloze passages<br>• extended response items<br>– interpretation of tables and diagrams<br>– sketching and labelling<br>– explanation of a process and/or practical activity |

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|---|---|---|---|
| | – programmable multimedia asset<br>– database-driven website<br>– artificial intelligence engine<br>– simulation, game or quiz<br>– interactive multimedia, e.g. digital story, animation or website<br>– mobile application<br>– robotics. | environments<br>– evaluation of the role that data plays in students' lives, and how data and related systems define, and are limited by technical, environmental, economic and social constraints<br>• spoken/signed or multimodal<br>– oral report<br>– slideshow. | – construction, interpretation and/or analysis of primary or secondary data<br>• response to a stimulus. |
| **Conditions** | Suggested length:*<br>• written responses including graphical representations 100–200 words<br>• spoken/signed responses 1–1½ minutes<br>• multimodal responses 1–2 minutes<br>• video recordings up to 1 minute. | Suggested length:*<br>• written responses 200–400 words<br>• multimodal responses 1–2 minutes. | Suggested time:<br>• up to 60 minutes, plus 10 minutes perusal.<br><br>Suggested length:*<br>• up to 200 words. |

| Notes |
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| 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. |