# Years 9–10 assessment techniques and conditions

## 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 | Examination |
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| **Description** | A project assesses students' abilities to create digital solutions to problems by addressing specific contexts and documenting the design process. | An investigation assesses students' abilities to research, collect, analyse, interpret and draw conclusions about data and information. | An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination 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>• design and evaluate user experiences and algorithms<br>• design and implement modular programs<br>• take account of privacy and security requirements when selecting and validating data<br>• test and predict results and implement digital solutions<br>• evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise<br>• establish protocols for the use, transmission and maintenance of data and projects.<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. | An examination 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.<br>Stimulus materials may be seen or unseen.<br>• Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials.<br>• Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class. |

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| **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<br>  – 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. | Formats include:<br>• written<br>  – description/explanation<br>  – exposition<br>  – report<br>  – feature article<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 environment<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<br>  – device application<br>  – webpage<br>  – podcast. | Formats include:<br>• short response items<br>  – single word, true/false, multiple choice, sentence answers<br>• extended response items<br>  – interpretation of tables and diagrams<br>  – sketching and labelling<br>  – explanation of a process and/or practical activity<br>  – construction, interpretation and/or analysis of primary or secondary data<br>• response to stimulus. |
| **Conditions** | Suggested length:*<br>• written responses including graphical representations 300–400 words<br>• spoken/signed responses 2–3 minutes<br>• multimodal responses 3–4 minutes<br>• video recordings 1–2 minutes. | Suggested length:*<br>• written responses 500–600 words<br>• spoken/signed responses 3–4 minutes<br>• multimodal responses 4–5 minutes. | Suggested time:<br>• up to 90 minutes, plus 10 minutes perusal.<br><br>Suggested length:*<br>• up to 400 words. |

| **Notes** |
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| Responses may be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live. |
| * Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. |