

# Prep assessment techniques and conditions

## Technologies — Design and Technologies

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

|  |   | Techniques  |               |
|--|---|---|---------------|
|  |   | Project   | Investigation |
| Description  | focuses on responding to a problem, issue or scenario using a process in a relevant context to demonstrate learning. Students may be supported to expand on their thinking through question prompts given by the teacher.   | focuses on guided research of a specific problem, question or issue using data and/or information. Students may be supported to expand on their thinking through question prompts given by the teacher. |               |
| Learning area advice   | <p>Students are guided to develop a designed solution for a school-selected context. Students may:</p> <ul style="list-style-type: none"> <li>• identify features of a designed solution</li> <li>• create or select design ideas, and communicate them</li> <li>• follow simple steps and use materials and equipment to safely make a designed solution for a purpose.</li> </ul> <p>All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.</p> | Students may explore how people design familiar products, services or environments.   |               |
| Additional evidence can be gathered within an assessment task through teacher observation. The teacher observes (views, listens, interprets and records) students' ability to demonstrate the application of their knowledge, understanding and skills when responding to the task. The teacher is required to document evidence of learning against relevant aspects of the achievement standard. |   |   |               |
| Mode   | written, spoken/signed, practical <sup>^</sup> or multimodal  | written, spoken/signed, practical <sup>^</sup> or multimodal  |               |



| Techniques |  |  |
|------------|--|--|
|            | Project  | Investigation  |
| Examples   | <p>Examples may include:</p> <ul style="list-style-type: none"> <li>graphical representation (e.g. drawing) of design ideas</li> <li>teacher observations of steps taken to create a solution, and/or of the use of materials and equipment</li> <li>demonstration or roleplay of a design idea, solution or technology use</li> <li>digital asset (e.g. image, video, audio recording), created with guidance or using a template, documenting design ideas, steps or solution</li> <li>designed solution in the form of a product, service or environment.</li> </ul>  | <p>Examples may include:</p> <ul style="list-style-type: none"> <li>graphical representation (e.g. drawing) of the investigated topic</li> <li>interview with student</li> <li>digital asset (e.g. image, video, audio recording), created with guidance or using a template, about the investigated topic.</li> </ul> |
| Conditions | <p><b>Suggested time:</b><br/>Assessments may be administered over several lessons or broken into components to reflect the needs of the learners and the demands of the task.</p> <p><b>Suggested length:</b><br/>Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p> <p><b>Other:</b><br/>Practical mode observed by the teacher during class time.<br/>Responses can be recorded or live and may be presented digitally.<br/>Student responses may be dictated to a scribe to reduce the literacy demands of the assessment.<br/>Prompts may also be provided to support students to complete the assessment.</p> <p>However:</p> <ul style="list-style-type: none"> <li>scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked</li> <li>details of the support must be provided on the student response.</li> </ul> <p>Questions or instructions can be read to students in whole class, group or individual situations.</p> |  |

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