Years 1–2 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 provided with scaffolds to organise their ideas and data. Students may be supported to expand on their thinking through question prompts given by the teacher.
Learning area advice	Students are guided to capture the use of processes and production skills through the design and production of a designed solution for a prescribed context/s, including: • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations. Students may: • select design ideas based on their personal preference • communicate design ideas through description, drawing or modelling • test and use materials, components, tools, equipment or techniques • evaluate the success of design ideas based on their personal preferences • follow sequenced steps to safely produce designed solutions.	Students may explore: • how familiar products, services or environments are designed and produced by people • how designed solutions meet personal or local community needs and sustainability • problems about a prescribed context • the features of designed solutions • the features and uses of technologies.
	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.	

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Techniques		
	Project	**Investigation**
Mode	written, spoken/signed, practical^ or multimodal	written, spoken/signed, practical^ or multimodal
Examples	Examples may include: • graphical representation (e.g. drawing) of design ideas and/or the features and uses of a technology • demonstration of a design idea, solution, or the features and uses of a technology • digital asset (e.g. annotated image, video, audio recording), created with guidance or using a template, documenting design ideas, steps and/or solution • produced designed solution in the form of a product, service or environment.	Examples may include: • graphical representation (e.g. drawing) or poster of the investigated topic • poster or presentation about the investigated topic • digital asset (e.g. image, video, audio recording), created with guidance or using a template, about the investigated topic.
Conditions	**Suggested time:** Assessments may be administered over several lessons or broken into components to reflect the needs of the learners and the demands of the task. **Suggested length:** Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. **Other:** Practical mode observed by the teacher during class time. Responses can be recorded or live and may be presented digitally. Student responses may be dictated to a scribe to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete the 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.	

^All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.

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