Years 3–4 assessment techniques and conditions

ACiQ | v9.0

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**	**Supervised assessment**
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 researching a specific problem, question or issue using data and/or information.	focuses on independently responding to a set of provided questions, scenarios and/or problems, under supervised conditions and within a set time frame.
Learning area advice	Students demonstrate and capture the use of processes and production skills through the development or modification 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: • explore needs or opportunities for designing • select design ideas against design criteria • communicate design ideas using models and drawings including using digital tools • test and use technologies and techniques to safely produce designed solutions • evaluate design ideas against given or co-created design criteria • plan and sequence the steps required to produce a designed solution.	Students use given data and information that may explore: • design and technologies occupations • factors that people in design and technologies occupations consider when designing solutions • how designed solutions meet the present and future needs of communities, including sustainability • problems or investigative questions about a prescribed context • materials, systems, components, tools, ingredients and/or equipment to inform conclusions.	Students respond to assessment items including a question/s, scenario/s and/or problem/s that may explore: • design and technologies occupations • factors that people in design and technologies occupations consider when designing solutions • how designed solutions meet the present and future needs of communities, including sustainability • problems or investigative questions about a prescribed context • materials, systems, components, tools, ingredients and/or equipment.

For all Queensland schools

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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^ or multimodal	written, spoken/signed, practical^ or multimodal	written, practical^ or multimodal

Examples Examples may include:
• folio, poster or presentation documenting design process stages and/or the digital solution
• digital asset (e.g. digital portfolio, slideshow, eBook, video, audio recording) documenting the design process and/or designed solution
• produced designed solution in the form of a product, service or environment.
	Examples may include:
	• poster or presentation on an investigated topic
	• digital asset (e.g. infographic, slideshow, eBook, video, audio recording) on an investigated topic.
		Examples may include:
		• multiple choice items
		• short response items
		  – single word, sentence answers or cloze passages
		  – terms, definitions and examples
		  – interpretation and/or annotation of diagrams or models
		  – explanation of design processes and/or practical activities
		  – evaluation of design ideas and/or solutions against design criteria.

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| **Conditions** | **Suggested time:**
 • may be completed over multiple lessons or broken into components.

 Suggested length:*
 • written responses that may include graphical representations 100–200 words
 • spoken/signed responses up to 1 minute
 • 1–2 A4 pages or equivalent digital media that may include graphical representations with annotations
 • designed solution as negotiated
 • practical as negotiated. | **Suggested time:**
 • may be completed over multiple lessons or broken into components.

 Suggested length:*
 • written responses 100–200 words
 • spoken/signed responses up to 1 minute
 • 1–2 A4 pages or equivalent digital media that may include graphical representations with annotations
 • designed solution as negotiated
 • practical as negotiated. | **Suggested time:**
 • up to 40 minutes, plus 10 minutes perusal and/or planning time
 • may be completed over multiple lessons or broken into components.

 Suggested length:*
 • up to 100 words
   – short responses up to 25 words per item
 • 1 A4 page or equivalent digital media that may include graphical representations with annotations
 • designed solution as negotiated
 • practical as negotiated. |
| | **Other:**
 Responses can be recorded or live and may be presented digitally.
 Questions or instructions can be read to students in whole class, group or individual situations. | | |

*Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

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