Years 5–6 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 • Food and fibre production; Food specialisations • Materials and technologies specialisations. Students may: • identify and explain needs or opportunities • generate and communicate design ideas, decisions or processes using technical terms and graphical representation techniques including the use of digital tools • select technologies and techniques to safely produce designed solutions • evaluate design ideas, processes and solutions against negotiated design criteria • develop project plans, including production processes.	Students use given data and/or information that may explore: • competing factors including sustainability 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: • competing factors including sustainability 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.

230155-02

	Techniques		
	Project	**Investigation**	**Supervised assessment**
	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. online planning document, spreadsheet, digital portfolio, eBook, video, slideshow) documenting the design process and/or designed solution • evidence of collaboration and project management, e.g. screenshots of online communication, planning spreadsheet • produced designed solution in the form of a product, service or environment.	Examples may include: • folio of collated research • poster or presentation about an investigated topic • digital asset (e.g. online article, podcast, infographic, eBook, video, slideshow) informing an audience of knowledge 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 designed processes and/or production techniques – evaluation of designed ideas, processes and/or solutions against design criteria.

	Techniques		
	Project	**Investigation**	**Supervised assessment**
Conditions	**Suggested time:** • may be completed over multiple lessons or broken into components. **Suggested length:*** • written responses including graphical representations 200–400 words • spoken/signed responses 1–2 minutes • 1–2 A3 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 200–400 words • spoken/signed responses 1–2 minutes • 1–2 A3 pages or equivalent digital media that may include graphical representations with annotations • designed solution as negotiated • practical as negotiated.	**Suggested time:** • up to 60 minutes, plus 10 minutes perusal and/or planning time • may be completed over multiple lessons or broken into components. **Suggested length:*** • up to 200 words • short responses up to 50 words • 1 A3 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.