Years 7–8 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**	**Examination**
Description	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.	focuses on researching a specific problem, question, issue, or hypothesis through the selection, collection, analysis and/or interpretation of data, sources or information which may result in conclusions. It uses research, investigative practices, or processes in a particular context and occurs over an extended period of time.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s.
Learning area advice	Students demonstrate and capture the use of processes and production skills through the development of a designed solution to solve a need for a prescribed context/s, including: • Engineering principles and systems • Food and fibre production • Food specialisations • Materials and technologies specialisations. Design ideas, processes and solutions are created and evaluated against collaboratively developed design criteria that include sustainability.	Students gather information and data that may explore: • how people design, innovate and produce designed solutions • existing or emerging problems • design processes • designed solutions • materials, systems, properties, components, tools and/or equipment.	Students respond to assessment items including a question/s, scenario/s and/or problem/s that may explore: • how people design, innovate and produce designed solutions • existing or emerging problems • design processes • designed solutions • materials, systems, properties, components, tools and/or equipment. **Note:** • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should be information that has not been directly used in class.

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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 or multimodal
Examples	Examples may include: • folio, poster or presentation documenting design process stages and/or the digital solution • produced designed solution to a problem or scenario • evidence of collaboration and project management, e.g. screenshots of online communication, planning spreadsheet • digital asset (e.g. online planning document, spreadsheet, digital portfolio, eBook, video, slideshow) documenting the design process and/or designed solution.	Examples may include: • research report or journal outlining developed knowledge on the investigated topic • presentation about the investigated topic • digital asset (e.g. online planning document, spreadsheet, digital portfolio, video, slideshow) on the investigated topic.	Examples of questions may include: • multiple choice questions • short response items – single word or sentence response – paragraph response to a question • extended response items. Examples of stimulus responses may include: • explanation of design processes, solutions and/or components • analysis of information and/or data to inform a solution • analysis or critique of an existing or emerging designed solution • response to design brief – visual – graphic • communicating design ideas.
Conditions	**Suggested length:*** • written responses that may include graphical representations 200–400 words • spoken/signed responses 2–3 minutes • 2–4 A3 pages or equivalent digital media that may include graphical representations with annotations	**Suggested length:*** • written responses that may include graphical representations 200–400 words • spoken/signed responses 2–3 minutes • 2–4 A3 pages or equivalent digital media (e.g. video, slideshow, poster) that may include graphical representations with annotations	**Suggested time:** • up to 70 minutes, plus 10 minutes planning time, under supervised conditions. **Suggested length:*** • up to 400 words – short responses up to 75 words per item – extended responses 100–200 words per item

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	• designed solution as negotiated • practical as negotiated.	• designed solution as negotiated • practical as negotiated.	• 1–2 A3 pages or equivalent digital media (e.g. video, slideshow, poster) that may include graphical representations with annotations • designed solution as negotiated • practical as negotiated.

*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.