# Years 1–2 assessment techniques and conditions

ACiQ v9.0

## Technologies — Digital 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 use of digital tools. Students may:<br>• investigate how simple problems can be solved with digital systems<br>• follow and describe algorithms<br>• discuss how digital systems meet identified needs for known users<br>• use the basic features of common digital tools to create, locate and share content, and to collaborate. | Students may explore:<br>• digital systems and their components<br>• how digital systems are used for a purpose and meet identified needs for known users<br>• how data can be represented as pictures, symbols, numbers and words<br>• examples of personal data and how digital tools may store their personal data online. |
| | 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, practical^ or multimodal |





230157-01

| | Techniques | |
|---|---|---|
| | **Project** | **Investigation** |
| **Examples** | Examples may include:<br>• graphical representation (e.g. drawing) or demonstration of the use of a digital system (e.g. hardware, software)<br>• representation of data using objects, pictures and/or symbols<br>• written, spoken or physical demonstration of the steps to solve a problem (algorithm)<br>• teacher observations and/or student record of the use of common digital tools for specific purposes (e.g. create digital content, perform an internet search, send an email), and of guided online collaboration<br>• digital asset (e.g. image, video, audio recording), created with guidance or using a template, documenting the use of a digital system and/or the process of creating a digital solution. | Examples may include:<br>• poster or presentation about the investigated topic<br>• digital asset (e.g. image, video, audio recording), created with guidance or using a template, about the investigated topic<br>• graphical representation (e.g. diagram, pictograph) of collected data. |
| **Conditions** | **Suggested time:**<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.<br>**Suggested length:**<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.<br>**Other:**<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.<br>However:<br>• scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked<br>• details of the support must be provided on the student response.<br>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.