

# Years 3–4 assessment techniques and conditions

## 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	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	<p>Students demonstrate and capture the use of processes and production skills through the development or modification of a digital solution. Students may:</p> <ul style="list-style-type: none"> <li>define problems with given design criteria and by co-creating user stories</li> <li>generate, communicate and compare design ideas</li> <li>follow and describe algorithms and implement them as visual programs</li> <li>discuss how digital solutions satisfy the design criteria and user stories</li> <li>use the core features of common digital tools to create, locate and share content, and to collaborate</li> <li>consider privacy and security strategies when developing their digital solution.</li> </ul>	<p>Students use given data and information that may explore:</p> <ul style="list-style-type: none"> <li>the function of digital systems and their peripherals</li> <li>how digital systems transmit different types of data</li> <li>the representation and processing of data</li> <li>how existing digital solutions meet user needs</li> <li>examples of personal data that is stored online and associated risks</li> <li>problems or investigative questions about a relevant topic to inform conclusions.</li> </ul>	<p>Students respond to assessment items including a question/s, scenario/s and/or problem/s that may explore:</p> <ul style="list-style-type: none"> <li>the function of digital systems and their peripherals</li> <li>how digital systems transmit different types of data</li> <li>the representation and processing of data</li> <li>how existing digital solutions meet user needs</li> <li>examples of personal data that is stored online and associated risks</li> <li>problems or investigative questions about a relevant topic.</li> </ul>

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.		
<b>Mode</b>	written, spoken/signed, practical^ or multimodal	written, spoken/signed, practical^ or multimodal	written, practical^ or multimodal
<b>Examples</b>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• folio, poster or presentation documenting design process stages and/or the digital solution</li> <li>• digital asset (e.g. digital portfolio, slideshow, eBook, video, audio recording) documenting design process stages and/or digital solution</li> <li>• evidence of collaboration and project management, e.g. screenshots of online communication, planning spreadsheet</li> <li>• implemented digital solution to a problem or scenario, such as a <ul style="list-style-type: none"> <li>– game, quiz or digital story using a visual program</li> <li>– programmed robotic device.</li> </ul> </li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• poster or presentation about an investigated topic</li> <li>• poster displaying various representations of data</li> <li>• digital asset (e.g. infographic, slideshow, eBook, video, audio recording) on an investigated topic.</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• multiple choice items</li> <li>• short response items <ul style="list-style-type: none"> <li>– single word, sentence answers or cloze passages</li> <li>– terms, definitions and examples</li> <li>– interpretation and/or annotation of diagrams or models</li> <li>– explanation of practical activities</li> <li>– evaluation of design ideas and/or solutions against design criteria and user stories.</li> </ul> </li> </ul>
<b>Conditions</b>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be completed over multiple lessons or broken into components.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written responses that may include graphical representations 100–200 words</li> <li>• spoken/signed responses up to 1 minute</li> <li>• 1–2 A4 pages or equivalent digital media that may include annotated graphical representations</li> <li>• digital solution as negotiated</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be completed over multiple lessons or broken into components.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• written responses that may include graphical representations 100–200 words</li> <li>• spoken/signed responses up to 1 minute</li> <li>• 1–2 A4 pages or equivalent digital media that may include annotated graphical representations</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• up to 40 minutes, plus 10 minutes perusal and/or planning time</li> <li>• may be completed over multiple lessons or broken into components.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>• up to 100 words, comprising <ul style="list-style-type: none"> <li>– short responses up to 25 words per item</li> </ul> </li> <li>• 1 A4 page or equivalent digital media that may include annotated graphical representations</li> </ul>

Techniques		
Project	Investigation	Supervised assessment
<ul style="list-style-type: none"> <li>practical as negotiated.</li> </ul>	<ul style="list-style-type: none"> <li>digital solution as negotiated</li> <li>practical as negotiated.</li> </ul>	<ul style="list-style-type: none"> <li>digital solution as negotiated</li> <li>practical as negotiated.</li> </ul>
<p><b>Other:</b> 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.</p>		

\* 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.



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