Years 5–6 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**	**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 digital solution. Students may: • define problems with given or co-developed design criteria and by creating user stories • generate, modify and communicate design ideas • design algorithms and implement them as visual programs • evaluate digital solutions against design criteria, user stories and their broader community impact • select and use appropriate digital tools effectively • consider privacy and security strategies when developing their digital solution.	Students use given data and/or information that may explore: • the function of digital systems and their main internal components • how digital systems transmit data within a network • how digital systems process and represent data in different ways • how existing digital solutions meet user and community needs • the creation and permanence of digital footprints • problems or investigative questions about a relevant topic to inform conclusions.	Students respond to assessment items including a question/s, scenario/s and/or problem/s that may explore: • the function of digital systems and their main internal components • how digital systems transmit data within a network • how digital systems process and represent data in different ways • how existing digital solutions meet user and community needs • the creation and permanence of digital footprints • problems or investigative questions about a relevant topic.
	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.		

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	Techniques		
	Project	**Investigation**	**Supervised assessment**
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 responses to design process stages and/or the digital solution • digital asset (e.g. digital portfolio, slideshow, eBook, video, audio recording) documenting design process stages and/or digital solution • evidence of collaboration and project management, e.g. screenshots of online communication, planning spreadsheet • implemented digital solution to a problem or scenario, such as – a game, quiz or interactive digital story using a visual programming language – a programmed robotic device.	Examples may include: • folio of collated research • poster or presentation about the investigated topic • digital asset (e.g. online article, podcast, 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, models or algorithms – explanation of design processes and/or selection and use of digital tools – evaluation of design ideas and/or solutions against design criteria, user stories and broader community impact.
Conditions	**Suggested time:** • may be completed over multiple lessons or broken into components. **Suggested length:*** • written responses that may include graphical representations 200–400 words • spoken/signed responses 1–2 minutes • 1–2 A3 pages or equivalent digital media that may include annotated graphical representations • digital 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 annotated graphical representations • digital 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, comprising – short responses up to 50 words per item • 1 A3 page or equivalent digital media that may include annotated graphical representations • digital 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.