

Years 9–10 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	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 document the use of processes and production skills through the development or modification of a digital solution to solve a need. Students consider provided and stakeholder-elicited user stories and design criteria, possible future impact and/or opportunities for enterprise to inform the design and/or modification of their digital solutions.	Students gather information and data that may explore: <ul style="list-style-type: none"> • existing or emerging problems • digital processes • digital solutions • digital system component capabilities • security of digital systems • data management and representation • privacy principles • digital footprints. 	Students respond to assessment items including a question/s, scenario/s and/or problem/s that may include the analysis of: <ul style="list-style-type: none"> • existing or emerging problems • digital processes • digital solutions • digital system component capabilities • security of digital systems • data management • privacy principles • digital footprints. <p>Note:</p> <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination.



				Techniques		
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						<ul style="list-style-type: none"> Unseen stimulus should not have been directly used in class.
				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				<p>Examples may include:</p> <ul style="list-style-type: none"> folio, poster or presentation documenting responses to design process stages and/or the digital solution digital asset (e.g. digital portfolio, slideshow, series of blog posts, video or vlog) documenting design process stages and/or digital solution evidence of collaboration and project management, e.g. screenshots of online communication, planning spreadsheet digital solution to a real-world problem or scenario, such as <ul style="list-style-type: none"> a game or simulation a program that responds to data an interactive web or mobile application. 	<p>Examples may include:</p> <ul style="list-style-type: none"> research report or journal about an investigated topic poster or presentation about an investigated topic digital asset (e.g. online article, podcast, infographic, slideshow, eBook, video) on an investigated topic. 	<p>Examples may include:</p> <ul style="list-style-type: none"> multiple choice questions short response items <ul style="list-style-type: none"> single word or sentence response items a paragraph response to a question extended response items digital asset (e.g. slideshow) in response to a stimulus digital solution, e.g. component of a program. <p>Examples of stimulus responses may include:</p> <ul style="list-style-type: none"> explanation of digital solutions, processes and/or components analysis of information and/or data to inform a solution analysis or critique of websites, case studies, media articles, images, video and/or audio response to a design brief and/or provided user stories communication of design ideas.

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Conditions				<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses that may include annotated graphical representations 400–600 words spoken/signed responses 3–4 minutes 4–6 A3 pages or equivalent digital media pages that may include annotated graphical representations digital solution as negotiated practical as negotiated. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses that may include annotated graphical representations 400–600 words spoken/signed responses 3–4 minutes 4–6 A3 pages or equivalent digital media pages that may include annotated graphical representations digital solution as negotiated practical as negotiated. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 90 minutes, plus 10 minutes planning time, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> up to 600 words, comprising <ul style="list-style-type: none"> short responses up to 100 words per item extended responses 200–300 words per item 2–3 A3 pages or equivalent digital media pages that may include annotated graphical representations digital 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.



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