

Assessment schedule/Mahere Aromatawai: Digital Technologies & Hangarau Matihiko 91890 - It's A Small World After All

Evidence/Judgements for Achievement/Paetae	Evidence/Judgements for Achievement with Merit/Kaiaka	Evidence/Judgements for Achievement with Excellence/Kairangi
<p>Conduct an inquiry to propose a digital technologies outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> decided on a digital inquiry focus linked to using digital technologies <p>For example (partial evidence): <i>“What can be done to help year 9 students find their way around the school?”</i></p> <ul style="list-style-type: none"> developed inquiry questions linked to using digital technologies in relation to a community issue undertaken research and gathered, organised and analysed information <p>For example (partial evidence): The student researched ways in which digital technologies are used to help people navigate their way around new environments and analysed their application to a school environment.</p> <p><i>They have looked at existing signs, information, what and where visitors/students need to know etc and have put all information into a table/flowchart showing outcomes</i></p> <ul style="list-style-type: none"> proposed a digital technologies outcome to the inquiry 	<p>Conduct an in-depth inquiry to propose a digital technologies outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> analysed the implications and perspectives that impact on the proposed outcome <p>For example (partial evidence): The student has analysed how Year 9 and 10 students use digital tools to navigate new physical environments. For example, they have looked at Google Maps and have investigated how radio-frequency identification (RFID) tags work and how these could be applied to the school scenario. They have surveyed the Year 9 and 10 students within the school and have determined the majority use a mobile device as their first tool of choice.</p> <p><i>Year 9’s would need to be made aware there is a system to help them. The perspective of both adult visitors and Year 9s need to be considered in the development of the digital outcome</i></p> <ul style="list-style-type: none"> discussed the impact of the findings in relation to the inquiry question(s) and the proposed outcome <p>For example (partial evidence): The student has ensured clear links between the inquiry questions, any changes to that question and the impact this may have on end users and the digital outcome.</p>	<p>Conduct a comprehensive inquiry to propose a digital technologies outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> drawn insightful conclusions about the findings in relation to the inquiry question(s) and the proposed outcome. <p>For example (partial evidence): <i>“...although the deputy principal liked the idea.... several of the groups suggested.....as a result the idea will now include.....this addition will help to really get the message across. ...it should be an effective strategy because.....this approach should be successful because.....”</i> <i>After talking to the network technician, there were identified dead spots in the school and this is additional supplementary information that would be needed (for example, a poster).</i></p> <p><i>The examples above are indicative samples only</i></p>

<p>For example (partial evidence): The student has proposed a solution that has a digital technologies focus. For example, <i>posters, signage, maps, use QR codes, mobile app or a VR code system.</i></p> <ul style="list-style-type: none"> summarised the findings <p>For example (partial evidence): The student has written a brief outline summarising their findings in relation to their inquiry question(s)</p> <ul style="list-style-type: none"> established and met agreed milestones <p>For example (partial evidence): The student showed evidence of an ongoing cycle of inquiry and reflection and this was documented using an online tool (e.g. Trello)</p> <p><i>The examples above are indicative samples only</i></p>	<p>The student has discussed how multiple end users might have differing perspectives on the proposed outcome. Their evidence clearly addresses the inquiry questions, implications and perspectives. <i>For example, students had a wide range of devices but as the school is networked with wireless the decision was to make a web-based navigation outcome. This means that all students, regardless of device type, can access the information on a device they feel comfortable with in a new environment.</i></p> <p><i>The examples above are indicative samples only</i></p>	
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard