

**Assessment schedule/Mahere Aromatawai: Digital Technologies & Hangarau Matihiko 91891 – Close encounters**

Evidence/Judgements for Achievement/Paetae	Evidence/Judgements for Achievement with Merit/Kaiaka	Evidence/Judgements for Achievement with Excellence/Kairangi
<p>Apply conventions to develop a design for a digital technologies outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> <li>described the purpose of the outcome and the requirements of the end users</li> <li>investigated and explained relevant conventions</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has chosen a specific purpose and audience for their site. For example, “The debating team need a website where they can show potential debaters and the wider school community what is involved in this activity, celebrate their successes and advertise upcoming debates. The site needs to have information related to both junior and senior debaters.”</i></p> <p><i>The student has looked at other schools’ debating websites/sports team sites to inform their design.</i></p> <p><i>Evidence might include annotated screenshots of between two and four existing sites showing features that could be implemented and/or avoided. The student has also researched current design trends. They have listed between three and five key considerations based on this research.</i></p> <ul style="list-style-type: none"> <li>generated and modelled a range of design ideas</li> </ul>	<p>Apply conventions to develop an informed design for a digital technologies outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> <li>used feedback gained from modelling to improve the design</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has provided initial designs followed by feedback from potential users. They have used user feedback to improve their initial design. Evidence could include further mock-ups for a chosen concept where it is clear that user feedback has resulted in changes that make the design more effective. The student has provided initial designs followed by feedback from potential users. They have used user feedback to improve their initial design. Evidence could include further mock-ups for a chosen concept where it is clear that user feedback resulted in changes that make the design more effective.</i></p> <ul style="list-style-type: none"> <li>explained how the chosen design addresses implications, end-user considerations, and uses appropriate conventions</li> </ul> <p><b>For example (partial evidence):</b>  <i>Relevant implications are discussed, and student clearly shows how their design takes these implications into account.</i></p>	<p>Apply conventions to develop a refined design for a digital technologies outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> <li>justified how the chosen design addresses implications, end-user considerations, and uses appropriate conventions.</li> </ul> <p><b>For example (partial evidence):</b>  <i>Relevant implications are discussed, and student justifies their design decisions. For example, “It is important that my site is easy to use. I have sought feedback from potential users and have adjusted my design by making the link text larger and making the background lighter for accessibility reasons.”</i></p> <p><i>The examples above are indicative samples only</i></p>

<p><b>For example (partial evidence):</b>  <i>Students have created a series of possible site layouts. They have also experimented with different colour, background and font options. Evidence should be in the form of wireframes for the initial layout of the page followed by mock-ups showing various options.</i></p> <ul style="list-style-type: none"> <li>selected an appropriate design for the purpose of the outcome and explained the appropriateness of that design</li> </ul> <p><b>For example (partial evidence):</b>  <i>Students have indicated which design they will use to create a working website and explained why the chosen design is suitable for the intended audience/end users.</i></p> <ul style="list-style-type: none"> <li>explained relevant implications</li> </ul> <p><b>For example (partial evidence):</b>  <i>Students have mentioned the importance of honouring copyright and privacy (e.g. getting permission from students whose photos appear in the site). They have explained why the site needs to be aesthetically pleasing, fully functional, easy to use and accessible.</i></p> <p><i>The examples above are indicative samples only</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.