

**Assessment schedule/Mahere Aromatawai: Digital Technologies & Hangarau Matihiko 91893 – Close encounters**

Evidence/Judgements for Achievement/Paetae	Evidence/Judgements for Achievement with Merit/Kaiaka	Evidence/Judgements for Achievement with Excellence/Kairangi
<p>Use advanced techniques to develop a digital media outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> <li>used appropriate tools and techniques for the purpose and end users</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has created a website using html/css with an external stylesheet. The material is structured and formatted using a range of tags and styles (i.e. it has clear headings, body text and lists/bullets if required).</i>  <i>The student has used an external library to further enhance the user’s experience.</i></p> <ul style="list-style-type: none"> <li>applied appropriate data integrity and testing procedures</li> </ul> <p><b>For example (partial evidence):</b>  <i>The site has been tested/previewed either in two unrelated browsers or with at least two different screen sizes. The site looks acceptable on screen on a range of screen.</i>  <i>The text has been proofread and there are no obvious spelling/ grammatical issues (minor spelling/grammar issues are OK for Achieved).</i></p>	<p>Use advanced techniques to develop an informed digital media outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> <li>used information from testing procedures to improve the quality of the outcome</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has previewed the outcome and made changes to the layout/formatting to improve it.</i>  <i>The student has asked a volunteer to use their site and made changes based on volunteer feedback.</i>  <i>The student has previewed the site using a slightly smaller (or larger) screen and adjusted the layout to ensure the site looks acceptable on a range of wide screen devices.</i></p> <ul style="list-style-type: none"> <li>improved the quality of the outcome by applying relevant conventions</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has used fonts to ensure that the site looks consistent on all devices.</i>  <i>The student has used css to go beyond the basics – for example they have used partial transparency, rounded corners, shadows or css grid to create an aesthetically pleasing outcome.</i></p>	<p>Use advanced techniques to develop a refined digital media outcome.</p> <p>The student has:</p> <ul style="list-style-type: none"> <li>used iterative improvement throughout the design, development and testing process to produce a high-quality outcome</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student carried out testing at key points during the creation of the outcome to ensure that it was fit for purpose and easy to use. They made changes based on testing and feedback at each cycle in an iterative loop. For instance, they checked that...</i></p> <ul style="list-style-type: none"> <li><i>navigation was intuitive</i></li> <li><i>the material was easy to read/understand</i></li> <li><i>the outcome loaded quickly</i></li> <li><i>usability heuristics were adhered to.</i></li> <li><i>the application of css was effective for the purpose and end-users</i></li> <li><i>They have saved or screen shot their iterative development process</i></li> </ul> <ul style="list-style-type: none"> <li>Used efficient tools and techniques in the outcome’s production.</li> </ul> <p><b>For example (partial evidence):</b></p>

<ul style="list-style-type: none"> <li>used relevant conventions</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has used concepts such as contrast, repetition, alignment, proximity and white space to lay out their site.</i></p> <ul style="list-style-type: none"> <li>explained relevant implications</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has explained why copyright should be honoured/images should be credited. They have mentioned why the site should be accessible for colour blind/visually impaired users. They have stated why their site should be easy to navigate (the site may have minor navigation issues).</i></p> <p><i>The examples above are indicative samples only</i></p>	<ul style="list-style-type: none"> <li>addressed relevant implications.</li> </ul> <p><b>For example (partial evidence):</b>  <i>The student has acknowledged and credited the source of their images (or made it clear that the images are original). They have ensured that all their images have 'alt' tags/descriptions so that the material can be read out by screen-readers (and is thus accessible to visually impaired users). The site is easy to use/navigate.</i></p> <p><i>The examples above are indicative samples only</i></p>	<p><i>The student has a sensible file structure with a separate images sub-folder (and possibly sub folders for css/js as well).</i></p> <p><i>Html/css have been appropriately commented and/or class names are descriptive (e.g. &lt;div class="main"&gt;).</i></p> <p><i>Images have been resized and optimised.</i></p> <p><i>The examples above are indicative samples only</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.