Assessment schedule/Mahere Aromatawai: Digital Technologies & Hangarau Matihiko 91900 – My Community

Evidence/Judgements for Achievement/Paetae	Evidence/Judgements for Achievement with Merit/Kaiaka	Evidence/Judgements for Achievement with Excellence/Kairangi
Conduct a critical inquiry to propose a digital technologies outcome. The student has: ● decided on an inquiry focus and developed specific inquiry question(s) For example: Student shows evidence of developing an inquiry question through research they undertook around the topic. ● undertaken research to gather background information and ideas ● analysed gathered information For example: Student shows a portfolio of evidence around their topic, e.g. has used OneNote to gather and store evidence of talking to experts/teachers and reading relevant research on their identified community issue, person or location and has provided analysis of this research. ● established a refined inquiry focus ● proposed a digital technologies outcome to address the inquiry focus For example: Student showcases their topic of inquiry and how it has changed from their initial stages. They then	Conduct an in-depth critical inquiry to propose a digital technologies outcome. The student has: ● compared and contrasted different perspectives that relate to the inquiry focus For example: Student shows that they looked at a number of perspectives and can evidence this in their investigation stages. E.g. they compared and contrasted research on how students learn using traditional means verses using digital tools. ● discussed possible future opportunities relating to the inquiry focus and explained the possible impacts of these opportunities ● evaluated the strengths and weaknesses of the proposed digital technologies inquiry outcome For example: Student shows that they have taken their findings and explored future opportunities, and they have considered their impacts. They discussed the possibility of translating their resource into other languages (such as Te Reo Māori) for a wider range of end users. They are able to identify the deeper strengths and weaknesses of their proposal rather than simplistic surface comments. They discussed how the video could date quickly and need constant updating with the pace of	Conduct a comprehensive critical inquiry to propose a digital technologies outcome. The student has ● critiqued any sources used and evaluated their potential for bias and inaccuracies For example: Student critiques their sources to confirm they were relevant, and what perspectives they were developed for e.g. *"I used a resource for my inquiry from a commercial app development company. While it had relevant points for the use of software in education, they may be bias toward promoting use of their own software. Their information needs to be backed up by research from a not-for-profit software company."* ● considered possible issues relating to the proposed outcome and suggested areas for improvement, extension, and/or follow-up For example: They considered how best to manage translation of their resource into different languages, so that it was both accurate and easy to maintain. They suggested that having software-based translation was more efficient than manual translation, but still would need a human checking for accuracy. They also considered scalability of options for storage of the resource if it was to be used with a larger

develop an outcome proposal based on their findings, that uses their digital technologies skillsets. ● explained relevant risks and ways to mitigate these risks For example: Student explains how they addressed the risks associated with the proposed outcome. For example, has identified there may be an issue with device compatibility so has investigated what devices are used by their proposed end users and has finalised their outcome so that it functions as intended. ● reported on the findings in relation to the inquiry question(s) and proposed outcome For example: Student has reflected on their inquiry question and their research and linked this to their proposed outcome. They have provided evidence of how digital tools can be used promote issues and share ideas and has proposed using digital animation to engage a certain age group. *The examples above are indicative samples only*	change in Digital Technologies and ways in which they have built in the ability to update content. ● effectively managed milestones and inquiry progression For example: The student showed evidence of using an ongoing inquiry that includes reflection and this was documented using an online tool (e.g. Trello). The student was able to effectively set goals and the inquiry progressed forward in a planned and organised way. *The examples above are indicative samples only*	group. ● critiqued the accuracy, relevance, reliability, and/or significance of the findings. For example: Student has critiqued the accuracy/relevance/reliability and/or significance of the findings they have discovered. The student has compared a range of sources with differing opinions and evaluated the accuracy, relevance or reliability of evidence from differing viewpoints. *The examples above are indicative samples only*

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