



Sample assessment task	
Year level	9
Learning area	Technologies
Subject	Digital Technologies
Title of task	That's amazing!
Task details	
Description of task	Students will use the software provided to create a game where users navigate their way around a maze.
Type of assessment	Summative and/or formative
Purpose of assessment	For students to develop, design and create working algorithms for a game.
Assessment strategy	Written work, practical work
Evidence to be collected	<ul style="list-style-type: none"> • Planning sheets • Electronic version of the game • Self-evaluation • Peer evaluations
Suggested time	6 x 1 hour lessons – to create the game 1 hour lesson for peer evaluations (prior to the due date of the task) 30 minute lesson for self-evaluation following peer evaluations (at the completion of the task)
Content description	
Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Representation of data Different methods of manipulation, storing and transmission of data</p> <p>Processes and production skills</p> <p>Digital implementation Design the user experience of a digital system</p> <p>Digital implementation Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing</p> <p>Digital implementation Implement and apply data storage and organisation techniques</p> <p>Investigating and defining Identify and define the needs of a stakeholder, to create a brief, for a solution</p> <p>Designing Apply design thinking, creativity and enterprise skills</p> <p>Producing and implementing Select, and safely implement and test, appropriate technologies and processes, to make solutions</p> <p>Evaluating Evaluate design processes and solutions against student-developed criteria</p> <p>Collaborating and managing Work independently, and collaboratively, to manage projects, using digital technology and an iterative and collaborative approach. Consider time, cost, risk and safety</p>

Task preparation	
Prior learning	Students are familiar with the software required to create the game.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	Students complete the task individually but are encouraged to provide peer support during completion of the task.
Resources	<ul style="list-style-type: none"> • Access to software that will allow students to create a game • Access to images for backgrounds/scenes, sprites and other objects that can be used in the game

Instructions for teacher

1. Students are to use software available to create a game in the form of a maze for other students in the class to play.
2. Shortly prior to completion, students will play the games created by others and give feedback.
3. Students should be given the opportunity to edit their games based on the feedback received.
4. The self-evaluation will be completed at the end of the task.

Worksheet/booklet for students

Task description: That's aMazing – create a game in the form of a maze for others to play

Name: _____

You are to create a game that is a maze for the player to navigate through.

Once you have created a basic maze and programed it so that the player is able to move around the maze, you can make the game more challenging, e.g. you could consider adding:

- obstacles
- items to collect for rewards
- transporting the user to a new maze which increases the level of difficulty

Before you begin, plan the game and ensure that you have set up an appropriate folder structure to safely save all your required images and objects and also have a back-up.

Planning for the task:

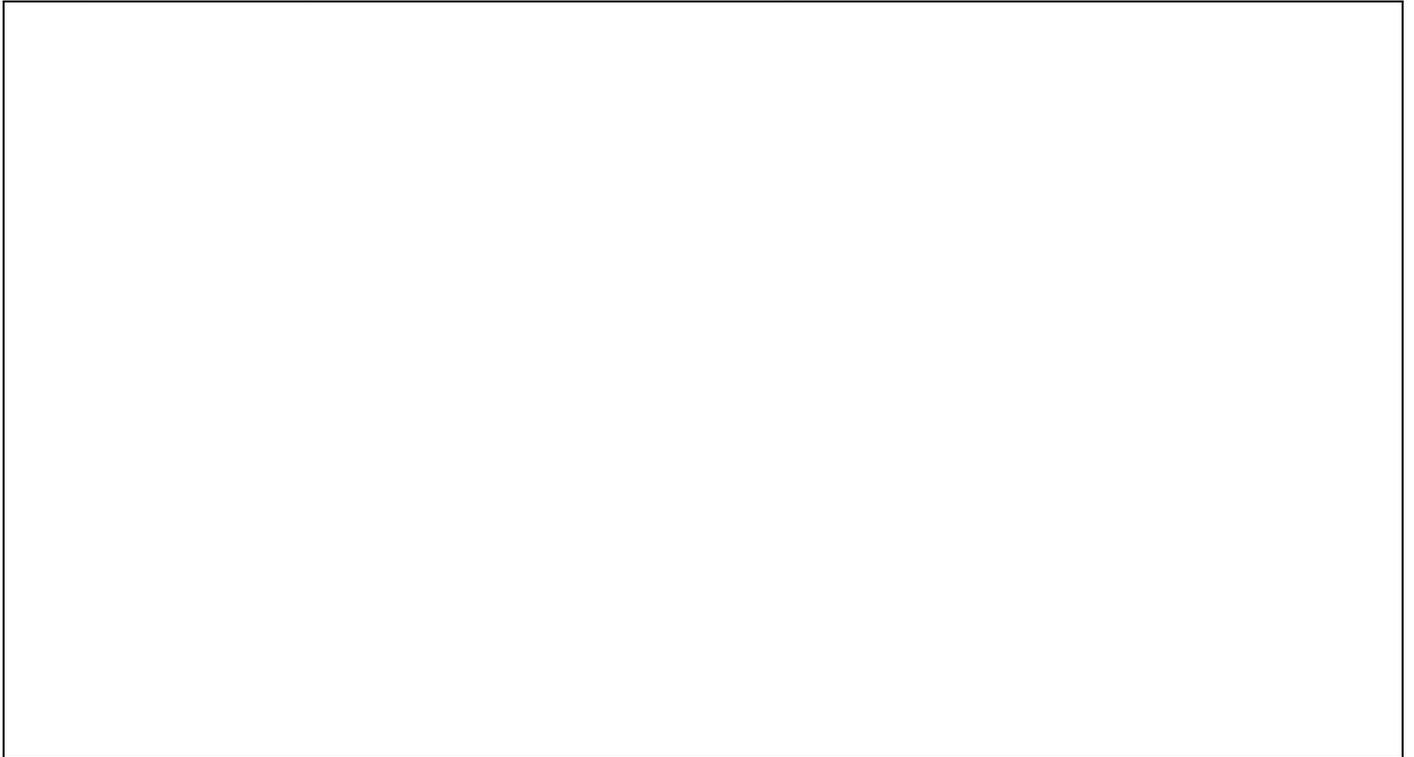
Objectives of the game

Intended target audience of the game (*e.g. male, female, age.*)

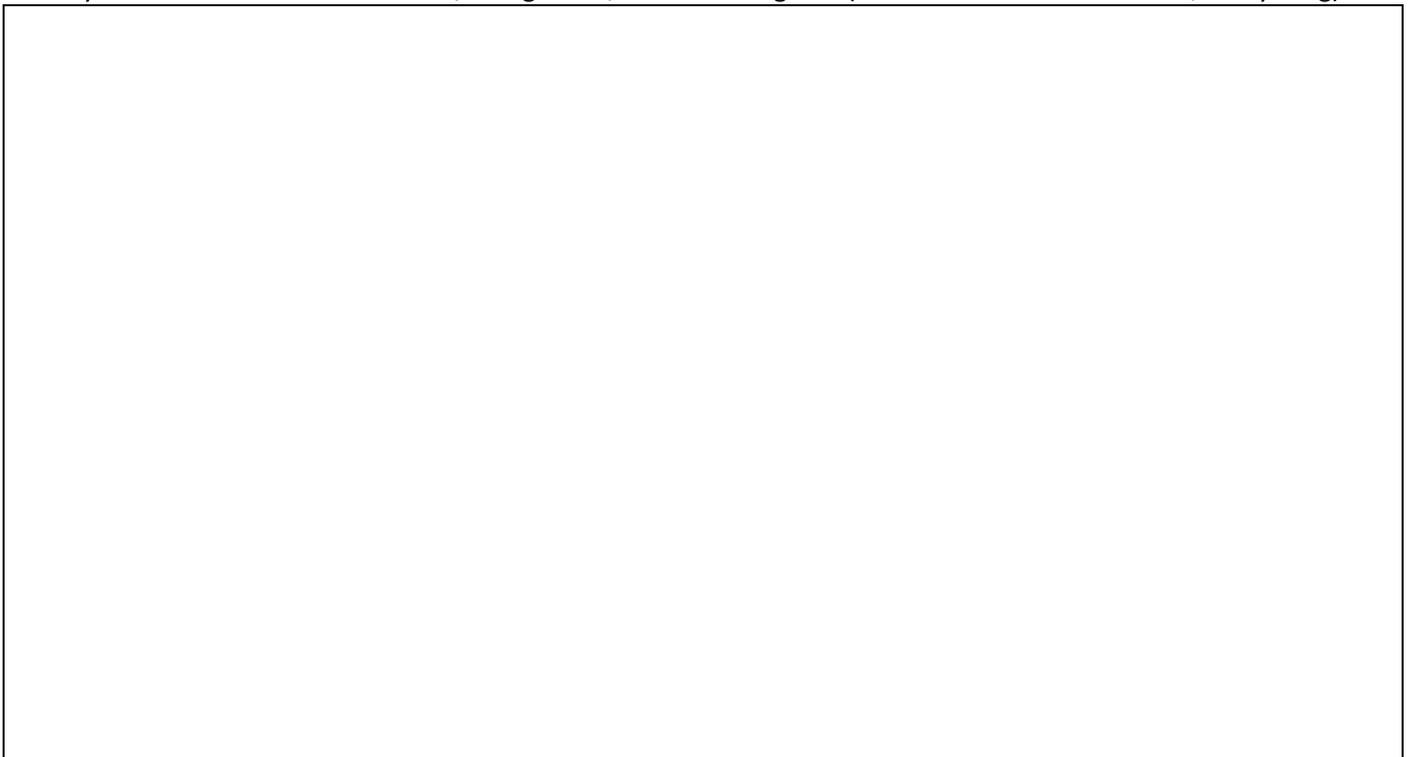
Briefly describe or sketch the main character (i.e. object or sprite which or whom the player will control) in the game

Briefly describe or sketch the other character(s) or objects in the game

Briefly sketch the maze you intend to create for the user to navigate



Briefly sketch the main environment/background/scene of the game (i.e. what is behind the maze, if anything)



Peer Evaluation

You are to complete this evaluation honestly to assist your peers to finalise their game

Type of game created: Maze Game

*I believe the instructions to play the game are:
(select which applies)*

<input type="checkbox"/> Confusing	<input type="checkbox"/> A little helpful	<input type="checkbox"/> Very detailed and helpful
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*I believe the game created is:
(select which applies)*

<input type="checkbox"/> Very simple	<input type="checkbox"/> Average	<input type="checkbox"/> Challenging
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*I believe the sprites, and other objects used in the game, are:
(select which applies)*

<input type="checkbox"/> Not suitable	<input type="checkbox"/> Suitable	<input type="checkbox"/> Fantastic
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The changes you could make to improve the game and/or make it more challenging are:

Evaluation completed by:

Self-Evaluation

Name

You are to complete this evaluation honestly and submit it to form part of your assessment for this task.

Type of game I created: Maze Game

**I believe the instructions to play the game I provided are:
(select which applies)**

<input type="checkbox"/> Possibly confusing	<input type="checkbox"/> A little helpful	<input type="checkbox"/> Very detailed and helpful
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**I believe the game I created is:
(select which applies)**

<input type="checkbox"/> Very simple	<input type="checkbox"/> Average	<input type="checkbox"/> Challenging
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**I believe the sprites, and other objects I used in the game, are:
(select which applies)**

<input type="checkbox"/> Not suitable	<input type="checkbox"/> Suitable	<input type="checkbox"/> Fantastic
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**Indicate which of the following applied to you during the completion of this task:
(select all that apply)**

<input type="checkbox"/> I was able to work independently	<input type="checkbox"/> I worked to full capacity
<input type="checkbox"/> I was able to offer assistance to others	<input type="checkbox"/> I completed the task with time to spare
<input type="checkbox"/> I asked for help when I needed it	<input type="checkbox"/> I made changes based on feedback I received from my peers
<input type="checkbox"/> I was easily distracted at times	

The changes I made as a result of the peer evaluations were:

Issues I had in completing the task were:

I think my final product/game is.... Why?

If I was to change anything of mine, it would be:

Overall, my thoughts on the task are:

Sample marking key	
Description	Marks
Investigating and defining	
Identifies the target audience for the game and selects appropriate objects for the audience.	3–4
Briefly describes the target audience and selects some appropriate objects for the audience.	1–2
Subtotal	4
Description	Marks
Designing	
Planning of game is detailed, instructions of how to play the game are clear and complete.	5–6
Planning of the game is completed with some details provided, instructions are complete.	3–4
Some planning and instructions for the game are provided.	1–2
Subtotal	6
Description	Marks
Producing and implementing	
Designs algorithms and produces a final product that meets and exceeds the minimum requirements of the task, the player is able to navigate the game, game is challenging at a level suitable for the target audience, an end to the game is achievable.	13–15
Designs algorithms and produces a final product that meets the minimum requirements of the task, the player is able to navigate the game, game provides some challenge at a level suitable for the target audience.	10–12
Designs algorithms and produces a final product that meets the minimum requirements of the task, the player is able to navigate most of the game, most of the game is at a level suitable for the target audience.	7–9
Designs some algorithms and produces a product that enables the player is to navigate some of the game, some of the game is at a level suitable for the target audience.	4–6
Designs some algorithms and produces part of a game but the player is not able to navigate it.	1–3
Subtotal	15
Description	Marks
Evaluating	
Self-evaluation is comprehensive and considers feedback from others.	4–5
Simple self-evaluation is completed.	2–3
Minimal details are provided in the self-evaluation.	1
Subtotal	5
Total	30