



<b>Sample assessment task</b>	
<b>Year level</b>	7
<b>Learning area</b>	Technologies
<b>Subject</b>	Digital Technologies
<b>Title of task</b>	Quiz me
<b>Task details</b>	
<b>Description of task</b>	Students will create an interactive quiz.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' ability to create an informative flow chart and quiz
<b>Assessment strategy</b>	Practical evidence, observation and evaluation
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Planning sheets</li> <li>• Bibliography</li> <li>• Quiz</li> <li>• Self-evaluation</li> </ul>
<b>Suggested time</b>	5 x 1 hour lessons
<b>Content description</b>	
<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p><b>Digital systems</b> Different types of networks, including wired, wireless and mobile networks</p> <p><b>Digital systems</b> Hardware components of a network</p> <p><b>Processes and production skills</b></p> <p><b>Collecting, managing and analysing data</b> Explore how to acquire data from a range of digital sources</p> <p><b>Collecting, managing and analysing data</b> Create information using relevant software, and create data to model objects and/or events</p> <p><b>Digital implementation</b> Design the user experience of a digital system</p> <p><b>Digital implementation</b> Create digital solutions that include a user interface where choices can be made</p> <p>Investigating and defining</p> <p><b>Designing</b> Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology</p> <p><b>Evaluating</b> Independently apply given contextual criteria to evaluate design processes and solutions</p> <p><b>Collaborating and managing</b> Work independently, and collaboratively when required, to plan, develop and communicate ideas and information when using management processes</p>

<b>Task preparation</b>	
<b>Prior learning</b>	Students are familiar with how to use the software required. Students have been introduced to different types of networks and the hardware components of a network.
<b>Assessment differentiation</b>	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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Students may work individually or collaboratively to complete the task.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Access to software that will allow students to create a quiz and provide immediate feedback (e.g. PowerPoint)</li> <li>• Access to the Internet or other materials for research (library)</li> </ul>

## Instructions to teacher

1. Students are to create a quiz for other students in the class using PowerPoint (or other software as determined by the teacher) as follows:
  - a. the quiz questions are to be based on hardware components of a network and different types of networks
  - b. the quiz must have a minimum of five questions
  - c. the quiz should have an introduction slide with instructions and a conclusion
  - d. each question must have a series of responses the user can select from
  - e. the user must be given feedback after selecting a response to the quiz (e.g. 'that is an incorrect response, please try again' and 'congratulations, that is correct, please move on to the next question).
2. Students should create a bibliography of all references used as research for the questions used in the quiz
3. Once students have produced their PowerPoint, have other students attempt them and provide peer feedback.

## Worksheet/booklet for students

### Task description: Quiz me

Name: \_\_\_\_\_

You are to design, produce and evaluate an interactive quiz for other students in the class to try.

The quiz must be based on the following topics:

- Different types of networks
- Hardware components of a network.

You must have an introduction, with instructions, a conclusion to end the quiz and a minimum of five questions, each with a series of responses that the user can select from. When the users select the response, they should receive immediate feedback, e.g.

- Well done – that's correct. Move on to the next question.
- Oops, that's not right. Try again.

Make sure that you link each response to the correct feedback (i.e. right or wrong) and that users can then proceed to the next part of the quiz.

Ensure that all information you gather as research for your questions and any images you use in the production of the quiz, are recorded in your bibliography.

At the end of the task, you will have the opportunity to have other students attempt your quiz and, at the same time, you get to try theirs. You can then use this to help you complete your self-evaluation at the end.

At the end of the task, you will need to submit the following for assessment:

- planning documentation
- electronic version of your quiz
- bibliography
- self-evaluation.

## Planning sheet

Use this page to plan your content for each slide/page and which slide/page it may link to.

## Flowchart

Using the following symbols (note each shape has a particular meaning/using), create a flowchart to represent how your quiz works.

### Flowchart symbols



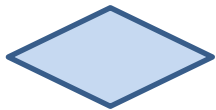
Start or end



Process – used to represent any process, task or activity that takes place



Data – used to represent information that the user needs to input or information that the program will output



Decision – used when there is more than one alternative pathway, e.g. true/false, yes/no



Arrow connects other elements of the flowchart and depicts the direction

**Self-evaluation**

To complete my quiz, I used the following software:

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To enhance the appearance of my quiz I used the following features because:

Feature	Reason
Colour selection	
Images	

The types of feedback I received from other students who tried my quiz included:

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The best thing about my final product is \_\_\_\_\_ because

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If I could change one thing about my final product it would be \_\_\_\_\_ because

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Problems I had during the tasks were:

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<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Investigating and defining</b>	
Evidence of research provided and presented appropriately, all questions relevant, copyright acknowledged (if required, e.g. in use of images).	5
Evidence of research provided, most questions relevant.	4
Some evidence of research provided, some questions relevant.	3
No evidence of research provided, limited number of questions relevant.	2
Questions not relevant to topic.	1
<b>Subtotal</b>	<b>5</b>
<b>Description</b>	<b>Marks</b>
<b>Designing</b>	
Planning is detailed and considers target audience.	4–5
Some planning provided with some consideration for target audience.	2–3
Limited evidence of planning provided.	1
<b>Subtotal</b>	<b>5</b>
<b>Description</b>	<b>Marks</b>
<b>Producing and Implementing</b>	
Quiz is well presented and consistent, hyperlinks all work.	9–10
Quiz is well presented and mostly consistent, most hyperlinks work.	7–8
Quiz is well presented, most hyperlinks work.	5–6
Quiz is created with some hyperlinks.	3–4
Quiz is created.	1–2
<b>Subtotal</b>	<b>10</b>
<b>Description</b>	<b>Marks</b>
<b>Evaluating</b>	
Self-evaluation is detailed and considers feedback received from others.	4–5
Simple self-evaluation is completed.	2–3
Minimal details are provided in the self-evaluation.	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>25</b>