

**Internal Assessment Resource**

**Digital Technologies & Hangarau Matihiko Level 2**

This resource supports assessment against Achievement Standard 918971

**Standard title:**  Use advanced processes to develop a digital technologies outcome

**Credits:** 6

**Resource title:** Print Promo Proof

**Resource reference:** Digital Technologies & Hangarau Matihiko 2.8B

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| This resource:   * Clarifies the requirements of the achievement standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school/kura environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | December 2018 Version 1  To support internal assessment from 2018 |
| Authenticity of evidence | Teachers/kaiako must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

1Achievement Standard 91897 is derived from both *The New Zealand Curriculum* and *Te* *Marautanga o Aotearoa.*

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**Teacher/Kaiako guidelines**

The following guidelines are supplied to enable teachers/kaiako to carry out valid and consistent assessment using this internal assessment resource.

Teachers/kaiako need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students/ākonga against it.

**Context/Te Horopaki**

Two approaches are possible when using this standard for assessment:

1. This assessment task can be provided to students who are working on a print outcome that can be developed by individual students, class, or group of students to create one larger outcome i.e. magazine, exhibition of poster series, or subject or faculty school specific values representations, that may have significant teacher intervention with skill development.

or

1. This assessment can be combined with other standards, e.g. *Use advanced techniques to develop a digital media outcome* AS91893 (2.4).

The assessment activity requires students to apply advanced processes to develop a promotional printer proof. Students need to use an appropriate planning methodology to plan the development of their outcome. They must also use project management tools and version control tools to manage the development process. The development process requires the students to decompose the outcome into smaller components, trial and test the components and using information gained from the process to improve their promotional printer proof outcome.

Students are to create an outcome to printer proof stage, which promotes a school value, appropriate to use in their community.

The student may also include supplied content as long as the student has abided by copyright or terms-of-use regulations.

Examples of common school values that could be used:

* community
* respect
* cultural diversity
* resilience
* perseverance
* New Zealand Curriculum

This resource could be used to develop one of the following printed outcomes:

* a school magazine cover and double page spread
* a school student voice newsletter
* an infographic or poster series.

**Conditions/Ngā Tikanga**

It is recommended that students should have at least two identified checkpoints with their teacher as they work through this assessment activity to ensure they have an opportunity to ask questions and gather feedback.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements/Ngā Rauemi**

Students will need access to the web, digital devices and information from a variety of sources.

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**Student/Akonga instructions**

**Introduction/Kupu Arataki**

This assessment activity requires you to apply advanced processes to plan and develop a promotional printer proof.

You are going to be assessed on how well you use a development process to plan, trial and test the development of a promotional printer proof outcome. You will not be assessed on the specific tools and techniques used to develop the printer proof. However, you will be assessed on how well you have applied your chosen tools and techniques (based on testing and trialling) to develop a high-quality outcome.

You may work with others to help generate and develop ideas. However, you will be expected to show your own thinking and evidence of how you discussed and combined ideas together to develop your own outcome.

To develop your outcome, you will need access to imaging and layout software and/or online design creators. You will also need access to project management tools.

Teacher note: Insert due dates and timeframes

**Context**

Your school requires you to assist the senior management team to promote the school values to the students of the school.

You need to choose one of the school values and create an outcome that promotes or explains that value. You will design an outcome that can be printed by a commercial printer. The commercial printer will require a printer proof that follows the specifications below.

**Specifications**

* use standard paper size
* with 5mm margins
* 3mm bleed
* CMYK colour
* high resolution images
* school logo (vector file)
* outline or embedded fonts suitable for use in PDF
* final file format to be PDF

**Task/Hei Mahi**

**Step 1 - Discover** **and Plan**

Begin by making a decision regarding the value you plan to promote and the type of outcome you plan to design and develop. For example, you could develop:

* + a school magazine cover and double-page spread
  + a school student voice newsletter
  + an infographic or poster series.

You must also decide upon implications that are relevant to your outcome so that you can address them in the development of your outcome. Some examples are provided in Appendix A.

Some methods to assist you to make your decisions may include: research, mind maps, brainstorming, pros and cons lists (PMI), class or group discussions.

Write a brief explanation of why you have chosen your specific school value and the outcome you plan to develop to promote this value.

Write a brief explanation of relevant implications that you plan to address in your outcome.

1. Once you have made your initial decisions, you will need to develop a plan that will support the ongoing development of your final outcome.

Decide on an appropriate planning methodology to plan the development of your outcome. Use an appropriate project management tool to assist you to implement your plan to set up your key actions and tasks that you will need in order to develop your outcome.

Within this, you need to break down or decompose your outcome into smaller components and plan the trialling of these components. For example, you may be looking at font combinations, colour combinations and layout options for text and images. You will need to trial each one of these components and then test how they all fit together in your layout.

Share your planning with your teacher so they can ensure you are meeting your deadlines. During the development of your outcome, you will need to adjust key actions and tasks based on results from trialling and testing. You will need to show evidence that you are using your planning and project management tools to guide your development process in an ongoing way (not just at the initial planning stage).

1. Once the planning phase is completed and signed off by your teacher go on to design, develop and test task.

**Step 2 - Design, Develop and Test**

Using a variety of design tools, develop your promotional printer proof that incorporates all the required specifications.

Following your plan, you will approach the smaller chunks of work (components) and trial and test them as your outcome develops.

These questions should help you to ensure you have explained and addressed relevant implications as well as produce an outcome that is of high quality. For example:

1. Why does it need to adhere to design principles?
2. Why must it be appropriate for purpose and end users?
3. Why is being readable and legible important?
4. Why do the images need to be of suitable quality and enhance the design?

You need to show how you have addressed the relevant implications.

Through this stage, it would be beneficial to check with others as you trial and test components of the outcome. Collect that information and analyse it e.g. proofreading, placement of images, titles, fonts, colours, and quality of the images used. It is important that you consider who you will get to give you feedback, and why they were relevant. Alternatively, you could use an online collaboration tool to assist you to collect, manage and analyse feedback.

To record your development, you should take screenshots, kept in a simple table showing dates and images and brief annotations as to decisions that were made and why. You must also use version control methods to show the development of your files (both layout and image files). Version control documents may be printed off, with annotations/comments to highlight changes and/or adaptations. Alternatively, you may use annotated PDF’s to show changes.

**Step 3 - Deploy**

Print the final printer proof of the outcome.

Create a final reflection on how the information from planning, testing and trialling of components assisted in the development of a final high-quality outcome.

**Hand-In**

Submit evidence of the use of an advanced process to plan and develop a high-quality digital outcome. The evidence could be in the form of a document/presentation that includes screenshots showing the development of the outcome including evidence of designing, developing and testing. This could also take the form of a narrated or subtitled video or screen captures.

You must hand in your version control documents.

You must show evidence of your project management process.

You must show evidence of your testing and trialling procedures.

**Appendix A**

**Components, Testing Ideas, Relevant Implications**

As you develop your outcome, select relevant components and techniques to trial, test and refine. The following are examples only and others can be added where and as appropriate:

* design elements
* legibility elements - text hierarchy, fonts
* composition - Gutenberg, Z pattern
* paper - grade
* size - standard paper sizes
* software tools and techniques
* colour management
* layout - columns, text wrap

Use a variety of different testing methods in the design and development of your project. Testing procedures could include:

* stakeholder feedback (check legibility and readability, aesthetics)
* creating models (scrapbooking)
* proofs - B&W and colour
* resolution - test sheets
* image contact sheets
* font trials
* layout
* usability (segment proofs)

Examples of relevant implications used in this resource could include:

* social (appropriateness - reflect the character of the school)
* cultural (i.e. use of Māori macrons etc.), legal (copyright)
* ethical (original work)
* intellectual property (logos, images, owned by school)
* privacy (signed model release forms)
* accessibility and usability (print vs digitally displayed)
* functionality (for colour or visually impaired or dyslexic viewers)
* sustainability (paper, inks) and future proofing (backups and file format for updating)
* end-user considerations (audience who, what, where, how?)

**Assessment schedule/Mahere Aromatawai: Digital Technologies & Hangarau Matihiko 91897 – Print Promo Proof**

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| **Evidence/Judgements for Achievement/Paetae** | **Evidence/Judgements for Achievement with Merit/Kaiaka** | **Evidence/Judgements for Achievement with Excellence/Kairangi** |
| Use advanced processes to develop a digital technologies outcome.  The student has:   * used an appropriate planning methodology to plan the development of a digital outcome   **For example (partial evidence):**  *“I am going to use the agile model to help me plan and develop my printer proof …..”*  Evidence shows that the methodology has been implemented.   * decomposed the outcome into smaller components * trialled the components of the digital technologies outcome   **For example (partial evidence):**  *“I broke the task down to smaller, more manageable elements …..”*  Evidence shows that the task was broken down to smaller elements such as design layouts, fonts, colours, paper etc.  The student trialled layouts with a variety of fonts and images, then made adjustments to the layout based on selected fonts and images. Colours were trialled with different papers until an appropriate combination was found.  *“I saved a new version of my proof so that I could always go back to the previous version if something went wrong. …..”*  Evidence shows that the student used some form of version management during the project  They have set up a Trello board with key actions and tasks and shared it with the teacher.   * tested that the digital technologies outcome functions as intended   **For example (partial evidence):**  *“at each stage of the development I tested my proof by gaining feedback from stakeholders ….”*  Evidence shows that the proof has been tested by gaining feedback from stakeholders to ensure that the outcome is fit for purpose.   * explained relevant implications   **For example (partial evidence):**  *“privacy and copyright were implications that I had to think about...….”*  *"If I am using images from the web I need to ensure that they are royalty free and also make sure that appropriate attribution is given, this is because… “*  Evidence shows that some implications have been explained.  *The examples above are indicative samples only* | Use advanced processes to develop an informed digital technologies outcome.  The student has:   * trialled multiple components and/or techniques and selected those which are most suitable * used information appropriately from testing and trialling to improve the functionality of the digital technologies outcome   **For example (partial evidence):**  *“I broke the task down to smaller, more manageable elements, I then trialled a number of options in each element until I found one that was the most suitable …..”*  Evidence shows that a number of options were trialled so that informed decisions could be made.   * used project management and version control tools and techniques to effectively manage the development of a digital technologies outcome   **For example (partial evidence):**  *“At the end of each stage of development I saved a version of my proof so that I could always go back to the previous version if something went wrong. I named each file with a version number and date. …..”*  Evidence shows that at each stage of the development a new version of the working file was created, and these were named appropriately.  *“After developing my initial layout, I got feedback from the Assistant Principal and she felt there wasn’t enough focal point to make the value message stand out, so I had to adjust the timings of my next steps to revisit the layout.”*   * addressed relevant implications   **For example (partial evidence):**  *“privacy was an implication that I had to think about. If I used someone's image I asked them to sign a model release. If they didn’t want their image used I deleted it. …..”*  Evidence shows that some implications have been considered and addressed somehow.  *The examples above are indicative samples only* | Use advanced processes to develop a refined digital technologies outcome.  The student has:   * discussed how the information from planning, testing and trialling of components assisted in the development of a high-quality outcome.   **For example (partial evidence):**  *“I trialled a number of different layouts based on my research into existing print examples. I asked for feedback from my stakeholders. The layout most of the stakeholders chose was also the one that I felt was the most appropriate. …..”*  *“If I hadn’t trialled multiple blending techniques for my image overlays, I would have not been able to achieve the effect that I wanted, which added a strong focal point and message.”*  *“Using project management and version control was crucial to the development process. At one point, I needed to revisit a previous version and work from that, as the feedback provided from the Assistant Principal showed she preferred the previous version.”*  Evidence shows that a number of options were trialled, and the most appropriate option was chosen and justified.  Evidence shows that the student used information and a range of sources such as stakeholder feedback, trialling and research to develop a high-quality outcome.  *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.