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| Learning Area: Technology: Digital Technology Assessment Task: | | | | | |
| Description: | Students plan and design a presentation highlighting the rules for appropriate online conduct.  Students write a detailed description describing the main components of a computer they used to make their presentation. | | | | |
| Criteria | **A** | **B** | **C** | **D** | **E** |
| Process and Production Skill Students plan, create and communicate ideas and information, through a presentation highlighting the rules for appropriate online conduct. | Student planned a very detailed, labelled plan that communicated and provided information in the presentation about all the rules of appropriate online conduct. | Student planned a detailed, labelled plan that communicated and provided information in the presentation about all the rules of appropriate online conduct. | Student planned a minimal detailed, plan that was not labelled and to a satisfactory lever communicated and provided information in the presentation about all the rules of appropriate online conduct. | Student did minimal planning and communicated information in the presentation about a few rules of appropriate conduct online. | Student listed rules of appropriate online conduct but did not plan or communicate these rules in the presentation. |
| Technology Understanding  Student describes the four main components of computer and how the computers main components enabled them to create a presentation. | Student explicitly described the four main components of computer and highlights all of the four main components that enabled them to create a presentation. | Student described the main four components of computer and highlights all of the four main components that enabled them to create a presentation. | Student describe some of the four main components of computer and highlighted some of the four main components that enabled them to create a presentation. | Students described less than three main components of computer and highlighted less than three of the main components that enabled them to create a presentation. | Students described the main components but could not describe how the components enabled them to create a presentation. |
| Literacy  Student comprehends texts through listening, reading and viewing. | Student independently comprehended texts through listening, reading and viewing and understood content to a very high standard. | Student independently comprehended texts through listening, reading and viewing and understood content to a high standard. | Student with support comprehended texts through listening, reading and viewing and understood content to a satisfactory standard. | Student was completely supported with comprehending texts through listening, reading and viewing. Student even though supported gained a minimal understanding. | Student did not comprehend texts through listening, reading and viewing even when completely supported by the teacher and teacher aide. |
| Information Communication Technologies  Student selects and use hardware and software to make their presentation taking into consideration digital information security practices and student applies personal security protocols. | Student independently selects and use hardware and software to make their presentation taking into consideration digital information security practices and student applies personal security protocols. | Student selects and use hardware and software to make their presentation taking into consideration digital information security practices and student applies personal security protocols and asks minimal questions about the software and hardware. | Student required support in selecting and using hardware and software to make their presentation. Student required prompting about  considerations to digital information security practices and security protocols. | Student was completely support in selecting and using hardware and software to make their presentation. Student displayed a minimal understanding about  considerations to digital information security practices and security protocols. | Student was completely support in selecting and using hardware and software to make their presentation. Student had no understanding about  considerations to digital information security practices and security protocols. |