

How to assess Financial Identity in Digital technologies

Formative assessment is an ongoing process throughout teaching and learning. The assessment rubric can be downloaded, and learning outcomes highlighted or hyperlinked to evidence.

Assessment

Assess: Where am I? What am I doing? What do I do next?

Refer to the [assessment guide](#) to see the types of learning outcomes that can be gathered as evidence of learning.

Formative assessment rubric aligned to The New Zealand Curriculum technology indicators:

| Technology key indicators | Pre-structural | Unistructural | Multistructural Need it/Know it |
|---|--|--|---|
| Brief Development | | | |
| Students will establish a conceptual statement that justifies the nature of the outcome, and why such an outcome should be developed. | I am unable to establish a conceptual statement. | I can establish a conceptual statement with support. | I can establish a conceptual statement that justifies the nature of the outcome and why such an outcome should be developed. |
| Students will establish the specifications for an outcome based on the nature of the outcome required to address the need or opportunity, and informed by key stakeholder considerations. | I am unable to establish the specifications for an outcome based on the needs or opportunity informed by stakeholder considerations. | I can establish one specification for an outcome based on the needs or opportunity informed by stakeholder considerations. | I can establish several specifications for an outcome based on the nature of the outcome required to address the need or opportunity, and informed by key stakeholder considerations. |
| Students will communicate specifications that allow an outcome to be evaluated as fit for purpose. | I am unable to communicate the specifications for an outcome. | I can communicate specifications that allow an outcome to be evaluated as fit for purpose with support. | I can communicate specifications that allow an outcome to be evaluated as fit for purpose. |
| Planning for practice | | | |
| Students will analyse their own and | I am unable to analyse my own and | I can analyse my own and others' use | I can analyse my own and others' use |

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| others' use of planning tools to inform the selection of tools best suited for their use to plan and monitor progress and record key decisions. | others' use of planning tools. I am unable to select the tools best suited for their use to plan and monitor progress and record key decisions. | of planning tools to inform the selection of tools best suited for their use to plan and monitor progress and record key decisions with support. | planning tools to inform tools best suited for their use to plan and monitor progress and record key decisions. |
| Students will use planning tools to identify and record key stages, and manage time and resources (including stakeholder interactions) to ensure completion of an outcome. | I am unable to use planning tools to identify and record key stages and manage time and resources. | I can use planning tools to identify and record key stages, and manage time and resources (including stakeholder interactions) to ensure completion of an outcome with support. | I can use planning tools to identify and record key stages, and manage time and resources (including stakeholder interactions) to ensure completion of an outcome. |
| Students will use planning tools to record key planning decisions about the management of time, resources and stakeholder interactions. | I am unable to use planning tools to record key planning decisions about the management of time, resources and stakeholder interactions. | I can use planning tools to record key planning decisions about the management of time, resources and stakeholder interactions with support. | I can use planning tools to record key planning decisions about the management of time, resources and stakeholder interactions with support. |
| Outcome development and evaluation | | | |
| Students will undertake functional modelling to develop design ideas into a conceptual design that addresses the specifications. | I am unable to undertake functional modelling to develop design ideas into a conceptual design that addresses the specifications. | I can undertake functional modelling to develop design ideas into a conceptual design that addresses the specifications with support. | I can undertake functional modelling to develop design ideas into a conceptual design that addresses the specifications with support. |
| Students will evaluate the suitability of materials and/or components, based on their performance properties, to select those appropriate for use in the production of a feasible outcome. | I am unable to evaluate the suitability of materials and/or components, based on their performance properties, to select those appropriate for use in the production of a feasible outcome. | I can evaluate the suitability of materials and/or components, based on their performance properties, to select those appropriate for use in the production of a feasible outcome with support. | I can evaluate the suitability of materials and/or components, based on their performance properties, to select those appropriate for use in the production of a feasible outcome with support. |
| Students will produce and trial a prototype of the outcome. | I am unable to produce and trial a prototype of the outcome. | I can produce and trial a prototype of the outcome with support. | I can produce and trial a prototype of the outcome with support. |
| Students will evaluate the fitness for purpose of the final outcome against the specifications. | I am unable to evaluate the fitness for purpose of the final outcome against the specifications. | I can evaluate the fitness for purpose of the final outcome against the specifications with support. | I can evaluate the fitness for purpose of the final outcome against the specifications with support. |

Digital technologies assessment for Scratch

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|----------------|---------------|------------------------------------|--------------------------------|--|
| Pre-structural | Unistructural | Multistructural Need it/Know it | Relational Think it/Link it | Extended Abstract Extend it/Defend it |
|----------------|---------------|------------------------------------|--------------------------------|--|

| | | | | |
|---|---|--|---|--|
| I need help to create scripts that work. | I can make scripts that work with some support. | I can make scripts that work the way I intended. | I can modify my script to make changes when things aren't working. | I can programme new scripts and debug and change existing work. |
| I need help to understand Scratch terminology. | I know what some of the Scratch terminology means. | I know the meaning of: sequence loops parallelism events conditionals operators. | I know the meaning of Scratch terminology relevant to my task, and I understand how to use it in my work. | I know the meaning of Scratch terminology relevant to my task, and I can explain and apply it in other situations. |
| I need help planning and designing an animated avatar. | I can plan and design an animated avatar with some help. | I can independently plan and design an animated avatar. | I can plan and design an animated avatar and make necessary improvements based on feedback. | I can improve my original design by making modifications based on its purpose. |
| I need help to develop a product for an authentic financial context. | I can develop a product for an authentic financial context with some help. | I can follow a defined process to design and develop digital content to address financial contexts. | I can follow a defined process to design, develop, store and test digital content to address financial contexts. | I can follow a defined process to design, develop, store, test and evaluate digital content to address financial contexts. |
| I need help to integrate social, ethical and end-user considerations into my digital product. | I can integrate social, ethical and end-user considerations into my digital product with some help. | I can integrate social, ethical and end-user considerations into my digital product. | I can integrate social, ethical and end-user considerations into my digital product after user consultation and feedback. | I can integrate social, ethical and end-user considerations into my digital product, with the purpose of promoting understanding of, or debate about, a financial issue. |