

Assessment

The assessment of pupils' work and subsequent target setting should become an integral part of the 'Framework for Delivering ICT'.

Effective assessment takes place when:

- It is regular
- Pupils are involved to jointly assess strengths and weaknesses
- It includes a range of methods
- There is a recording system in place
- Teachers make use of prior learning and information passed on by others
- Pupils receive feedback, some of which may be immediate

There are three main stages of assessment.

Short Term	Medium Term	End of Key Stage
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Expected attainment			
End of Year	Pupils who make slower progress	Most pupils	Pupils who make faster progress
7	Level 3 / 4	Level 4 / 5	Level 5 / 6
8	Level 4	Level 5	Level 6
9	Level 4 / 5	Level 5 / 6	Level 6 / 7

Short Term Assessment

The following may be considered as short term assessment:

Short term assessment is generally lesson focused and should help you judge whether teaching objectives have been met. Its purpose is to:

- Ensure that pupils can demonstrate certain skills and techniques
- Explain what they have done using correct technical language
- Check whether pupils have interpreted your teaching correctly
- Make sure that pupils understand the current or future activities
- Provide information for other staff including support staff
- Provide feedback to pupils

Generally, short term assessment is about working with pupils in the classroom, making observations and deciding whether differentiated work is required, by providing either extension material or more help.

Within this unit there is one online test. It is self-marking and pupils can resit it as often as they wish. You may wish to record pupils' scores or question them about their achievement.

Online test 1 (activity 2)

This online test can also be used as part of your medium term assessment.

Where pupils work in pairs it is important that you can make a judgement for each pupil's commitment and achievement for that lesson. At times there may be gender bias; be aware of group dynamics.

During introductions and question and answer sessions, take note of those pupils who find it difficult to join in due to a lack of confidence or knowledge. Likewise, find those pupils who seem to require little help with the concepts and skills.

Medium Term Assessment

The following may be considered as medium term assessment:

Medium term assessment should assemble new information. Its purpose is to:

- Review progress that pupils have made during the unit of work:
 - Can they apply knowledge, understanding and skills?
 - What can they do and what do they know?
 - Are there areas of difficulty?
- Check progress against any existing targets
- Inform future planning
- Provide additional information that may be used when making end of year or end of key stage decisions

Generally, medium term assessment takes place at the end of a unit of work. A range of pupils' work should be looked at. If there are several annotated versions showing how pupils have built up the work these should be examined individually and as a whole.

Included within this unit is an 'End of Unit Test'. This is a self-marking test in a multimedia style. It tests the knowledge and understanding of the unit and questions can only be answered once. Pupils should be encouraged to revise for this test, as it will include the words that make up the language for learning.

Pupils cannot access the test from within the activities - it needs to be installed separately; so as to ensure it is delivered when the teacher requires it.

These online tests can also be used to help you decide the end of key stage assessment.

The recording of medium term assessments may take the following format:

- End of unit test mark recorded
- Best fit against one of the assessment criteria
- Checklist against the yearly teaching objectives

Where pupils work in pairs it is important that you can make a judgement for each pupil's commitment and achievement for the unit as a whole.

Objectives

This unit of work covers the following teaching objectives. Ensuring that these are met will form part of any medium term assessment and enable targets to be set.

Finding information

Using data and information sources

- use information from primary or secondary sources
- create information from data for specific purposes and audiences, and recognise how the presentation of information can affect its validity and bias
- combine and refine information and data sources to answer and pose questions

Searching and selecting

- select information for a task from a range of sources and be aware of the relative strengths and weaknesses of these sources
- frame searches in an appropriate and considered way in relation to the required results
- search for information, altering and developing the search as appropriate, checking findings for plausibility
- use search terms correctly
- acknowledge sources and recognise copyright

Organising and investigating

- save files using appropriate file names and organise files in a hierarchical folder structure
- design a questionnaire or data-collection sheet to collect relevant data

Communicating information

Communicating

- use digital communication to share information and collaborate with others for a purpose
- recognise the risks associated with the sharing of personal information digitally and to take actions to protect themselves

Evaluating**Evaluating work**

- select ICT tools which will support the development and accuracy of their work, and learn the benefits of checking, correcting and refining their work as it progresses
 - act purposefully on feedback
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Assessment Criteria

The following may be considered as medium term assessment:

Although you will use the level descriptors to make a 'summative best fit' assessment at the end of the key stage, you will probably also like to monitor pupil progress at the end of each unit of work.

The following criteria bank only relates to this unit and its purpose is to:

- Break the assessment of the unit into small manageable parts, enabling teachers
 - to identify areas of achievement
 - to give confidence to pupils by showing progress, however small
 - to plan for the future

- Enable staff to show progress with individual pupils or whole classes
- Provide data for statistical analysis

Expectation from this unit can be summarised as:

- **Most pupils will:**

understand the differences between a quiz and a questionnaire, being able to identify types of questions and their appropriateness. They can give examples of where quizzes have been used and the role of a questionnaire. Pupils will structure a quiz of their own, gathering resources from the Internet. This will then be created using a word processor. They will also understand the importance of 'sample size'.

- **Some pupils will not have made so much progress and will:**

be able to give examples of quizzes and questionnaires but find greater difficulty when structuring their own quiz. Resources for the quiz may need additional guidance and the final word processed outcome may not be presented very well. Pupils understand 'sample size' but are unable to discuss its importance.

- **Some pupils will have progressed further and will:**

understand the differences between a quiz and a questionnaire, being able to identify a greater range of question types. They can give examples of where quizzes have been used and the role of a questionnaire for finding out information for later analysis. Pupils will structure a quiz of their own, gathering resources from the Internet and other sources. This will then be created using a word processor. They will also understand the importance of 'sample size' and be able to discuss the way information can be presented to show a particular focus.

Levels are reported as whole numbers with intermediate progress as letters.

Each level subsumes the previous level.

If this unit has been completed as a paired activity thought must be given to how evidence of individual progress is gathered.

	Skill	Knowledge & Understanding
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'Our Town' has been designed to concentrate on the knowledge and understanding of quizzes and questionnaires and as such will not require a high level of skills to be achieved.

Most pupils should reach level 4 but further progress is difficult without additional tasks and time.

However, pupils can show a greater knowledge and understanding and therefore this has more available criteria.

4	<p>With help, can use a word processor to create a set of questions.</p> <p>Has used the Internet to find information and with help can save text and images into their work area.</p>	<p>Pupils understand the difference between a quiz and a questionnaire, they can also give examples.</p> <p>Pupils use a word processor to create a set of questions - these may not be in the style of a quiz.</p>
4c	<p>Greater use of advanced searching techniques, e.g. specific keywords. Can confidently save text and images from the Internet.</p> <p>Can use the functions of a word processor to create a quiz that includes a range of formatting skills.</p> <p>Can copy and paste, edit and format information suitable for the intended audience.</p>	<p>A greater understanding of quizzes and questionnaires and where they can be used.</p> <p>Knows that questions can have different styles and can identify the common ones.</p> <p>Understand the term 'local' when applied to their quiz and gathering resources.</p> <p>Has created a quiz suitable for the intended audience.</p>

4b		<p>Has a developing sense of question structure and can understand open and closed questions.</p> <p>Questions are structured so that they are fit for purpose.</p> <p>Can create their own quiz based on information found. Understands the difference between fact and hearsay.</p> <p>Can create an answer sheet using a straightforward marking system.</p>
4a	<p>Work is organised and stored appropriately for easy retrieval. Sources are acknowledged and recorded.</p> <p>Where appropriate the quiz has been shared with others, e.g. email to family members.</p>	<p>Has developed a quiz using a range of question types. The information has been gathered from local sources and has been checked for its appropriateness.</p> <p>Pupils demonstrate an understanding for protecting personal information.</p> <p>The answer sheet uses a marking system that may be differentiated, e.g. 4 parts, 1 mark for each part.</p>
5		<p>Pupils have created a successful quiz based around local facts gathered from the Internet and other sources, e.g. digital camera.</p> <p>They can discuss the differences between a quiz and a questionnaire and understand the term 'sample size' and its importance when analysing information.</p> <p>The quiz has a suitable answer sheet.</p>

5c		<p>Pupils have reflected on comments by those completing their quiz and made suitable modifications.</p> <p>They have also used these to show an understanding of 'information analysis'. This inevitably means a better understanding of 'sample size'.</p> <p>Their complete quiz shows a developing awareness of layout, presentation and space, including where responses should be put.</p>
5b		<p>Pupils reaching this level should be able to demonstrate an understanding of quizzes and questionnaires allowing them to discuss their significance in today's society. This may involve aspects of Spam questionnaires on the Internet to the use of TV type quizzes that are supposed to represent sections of the community e.g. shows such as BBC 'Test the Nation'.</p> <p>Pupils should demonstrate suitable knowledge of word processing and Internet searching techniques.</p>
5a / 6		<p>Delivering this unit over 3 lessons may not give sufficient time for pupils to work in depth, therefore they may not be able to demonstrate a deeper level of understanding or technical knowledge.</p> <p>Where pupils have, they should be able to show that the quiz questions have been chosen for particular reasons and that the question styles are matched to the content. That they have chosen these styles because of later analysis.</p> <p>Pupils would have had their quiz completed by a significant number of people and evaluated their responses.</p>

End of Key Stage

The following may be considered as end of key stage assessment:

Note: *The guidelines for assessing and reporting ICT at the end of key stage may change. Please keep yourself regularly updated by visiting the appropriate Government sites. We will keep updated and downloadable information on our website.*

Presently, teachers are required to give a level for each pupil for their ICT attainment. These should be awarded using the level descriptors and a model of 'best fit'.

During the key stage you may have monitored pupil progress using levels broken down into smaller steps (see medium term assessment). These, together with other assessments, should help you decide on a level that best describes the attainment of each pupil.

It is useful if all teachers responsible for awarding these levels moderate a sample of work. It may be that the department has assembled a portfolio of work for this purpose.

Other assessments that can feed into this are:

- End of year examinations
- End of unit tests
- Pupil reviews