

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.

Throughout the activities there are online tests. These are self-marking and pupils can resit them as often as they wish. You may wish to record pupils' scores or question them about their achievement.

Online test 1 (activity 1)	Online test 2 (activity 2)	Online test 3 (activity 4)
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These online tests 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; this is 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 and know when to choose the different types
- recognise how the content and style of information can influence the message it gives and that data can be distorted and misused
- justify the use of particular information sources to support an investigation or presentation, and devise and apply criteria to evaluate how well various information types support a task

Searching and selecting

- select information from a range of sources and assess the potential value of the information for a task
- acknowledge all sources, recognising copyright and other constraints

Organising and investigating

- save files in appropriate formats and create a hierarchical folder structure
- identify the essential data and ICT tools required to solve a problem
- develop open and closed questions with sensitivity, recognising people's cultural, social and ethical differences
- evaluate different applications in terms of the structure and method of processing data

Developing Ideas

Analysing and automating processes

- identify the key elements of a problem and represent components in a plan
- automate simple processes by harnessing software tools; recognise where automation tools, such as filtering, can be used to improve safety when using the internet

Sequencing instructions

- use precision and accurate syntax when framing instructions
- test and refine sequences in order to achieve specific outcomes
- recognise that sequencing instructions is fundamental to a wide range of ICT applications

Communicating Information**Fitness for purpose**

- plan communication projects and select the appropriate communication (type, length, media) for the intended audience (considering audience needs and expectations), purpose and environment
- reflect on the work of others to help plan and amend their communications and understand how effective presentations or publications address specific audience needs and expectations

Refining and presenting information

- draft, refine and structure their work using a combination of ICT tools to convey meaning more effectively
- modify and develop text, images, tables and sounds from several sources within the structure of a piece of work
- extract, combine and modify relevant information for a specific purpose, and structure and sequence this to meet audience needs
- use a range of ICT tools efficiently to refine the presentation of information for a specific purpose

Communicating

- select appropriate methods of exchanging digital information and recognise that the format affects the method of exchange
- use digital communications for the sharing and collaborative development of ideas for a variety of purposes
- work in a safe and responsible way when communicating with others

Evaluating

Evaluating work

- improve the quality of outcomes for specific audiences and purposes by using a range of ICT tools
- make and use simple success criteria that ensure fitness for purpose
- gather and use feedback to inform future work

Recording yearly objectives:

[illegible]

A simple spreadsheet may be all that is required to record teaching objectives.

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 web page and a web site and the common elements that are used to create one. They will be able to evaluate existing sites using criteria and make judgements about their effectiveness. Most pupils will use simple HTML tags and a text editor to create a single web page. They will plan a web site for themselves deciding on pages and necessary resources and then gather these resources from a range of sources. Pupils will use web-authoring software to develop the web site including methods of navigation.
- **Some pupils will not have made so much progress and will:**

be able to make judgements about existing web sites and identify common elements used to create them. With help, they will create a basic web page using simple HTML although for some pupils this may be editing a prepared script. Pupils will plan their own web site possibly using prepared resources and use web authoring software to create it. This site may contain few pages and resources.

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

be able to demonstrate that they understand the different styles of web sites and the various elements that are used to create them. They will create a web page using HTML and a text editor, including additional tags to create different effects. They will use web-authoring software to create their crime web site and this will follow a planned structure. Some pages may contain JavaScript. A template may have been used to improve consistency.

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
4	<p>Can identify common web page elements when evaluating existing web pages.</p> <p>With help, can write / edit a basic web page using HTML tags.</p> <p>Can plan on paper the content of their web pages.</p> <p>With help, can create the folders that constitute the web site structure.</p> <p>Can use the simple tools of the web authoring software to create one or more pages.</p> <p>Uses resources from a central store.</p>	<p>Understands that a web page is made up of various components (elements)</p> <p>Understands that a web page uses a code called HTML to display the detail.</p> <p>Know that each page of their web site will need resources and these need to be planned.</p> <p>Understand the need for sensible file / folder naming.</p> <p>Can save the page(s) into their correct place on the web site structure.</p>

4c	<p>Can identify different styles of web sites and make judgements using criteria. Can use a text editor to write simple HTML and edit mistakes.</p> <p>Can create a file structure for the web site and use an appropriate naming convention.</p> <p>Can create web pages using the common tools of a web-authoring program adding resources such as text and graphics.</p> <p>They can move web elements around the page.</p>	<p>Understands that web sites have a target audience and what this means.</p> <p>Can give examples of different styles of web sites.</p> <p>Understands that a web page uses HTML to display the detail and that a typical page has various parts, e.g. head and body.</p> <p>Understands the file extensions .html and .htm.</p> <p>Pupils understand the similarities between different web-authoring software.</p>
4b	<p>Can gather resources from a range of sources.</p> <p>Can use more than the basic tools from the authoring program.</p>	<p>Demonstrates they can work to a planned structure and follow accepted methods of layout.</p> <p>Has knowledge of 'connectivity' and can discuss advantages and disadvantages, e.g. modem vs broadband.</p>
4a	<p>Can use a greater variety of HTML tags to create a single web page including graphics.</p> <p>Pupils copy and paste their first page as a basis for other pages</p>	<p>Understands that images saved in different areas will require different 'paths' within the tags.</p> <p>Understands where a template could be used and its advantages and disadvantages.</p>
5	<p>Can create a web site where there is a range of resources and web elements used including a clear navigation method.</p> <p>Sound may be used or created using 'sound recorder' or similar software.</p>	<p>Knows how to create their own resources and the importance of file size. Therefore an understanding of compressed files may be appropriate, e.g. jpegs vs bmps</p>
5c	<p>Additional tools from the authoring software are used to add greater interest or functionality to web pages, such as interactive elements e.g. Flash animations, rollovers, hot spots.</p> <p>Hyperlinks are used to access external sites.</p>	<p>Understands how to make links to external sites or anchors within the same page.</p> <p>Select and use appropriate software tools or skills to add interactivity to a web site and know how it would improve the experience for the end user.</p>

5b	<p>Pupils use a template.</p> <p>Can change between views and edit the HTML directly, e.g. to remove the underline from a hyperlink.</p>	<p>Has the knowledge to edit HTML source code to add/remove detail or insert additional lines</p>
5a	<p>Can use JavaScript (copy and pasted) to add extra features or functionality to the web page.</p>	<p>Pupils are not expected to understand how JavaScript works but demonstrate the knowledge to copy and paste script into the appropriate place within a web page.</p>
6 abc	<p>At this level, pupils should be able to plan their web site structure with little assistance and gather the necessary resources from a range of sources.</p> <p>They will probably edit or create some resources for themselves.</p> <p>Using web authoring software pupils can create a series of web pages taking into account the audience, style and delivery. The site will be fully navigable and consistent in layout.</p> <p>Additional features may be included such as the use of JavaScript and these features will add to the effectiveness of the site, they are not for decoration.</p> <p>The level of skill demonstrated and difficulty should separate the intermediate levels and in particular pupils should be using the software and its help features without assistance.</p>	<p>Level 6 requires pupils to have a good understanding of web elements and the way that web authors target their audience. They should be able to discuss with confidence the various styles of web sites and evaluate their effectiveness.</p> <p>Pupils should have an understanding of HTML and show that they can problem - solve by editing the HTML code.</p> <p>Knowledge of other web elements and how they are used, e.g. use of Macromedia Flash files.</p> <p>Pupils performing at this level should also be able to show an understanding of new and developing web technologies.</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