**KS3 ICT / COMPUTING ASSESSMENT YEAR 7**

**Student Name Teacher Class Year**

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| **Target Level** |  | **Term 1** |  | **Term 2** |  | **Term 3** |  | **Term 4** |  | **Term 5** |  | **Term 6** |  | **Final****Level** |  |

**LEVEL 1**

❒❒❒❒❒❒❒ I can talk about existing storyboards of everyday activities. ❒❒❒❒❒❒❒ I can order a collection of pictures into the correct sequence.

❒❒❒❒❒❒❒ I recognise that many everyday devices respond to signals and instructions. ❒❒❒❒❒❒❒I can program a device or software to carry out instructions.

**LEVEL 2**

❒❒❒❒❒❒❒ I can draw a storyboards or other diagram of processes activities.

❒❒❒❒❒❒❒ I classify items in simple sets of data, (Text, numeric, Boolean, binary)

❒❒❒❒❒❒❒ I plan and give direct commands to make things happen (Robomind, Formulas, Queries).

❒❒❒❒❒❒❒ I solve simple problems using software, (Robomind, Formulas, Queries).

Examples of what I did

What do I need to do next?

**LEVEL 3**

❒❒❒❒❒❒❒ I recognise similarities between storyboards of everyday activities. ❒❒❒❒❒❒❒ I plan a linear (non-branching) sequence of instructions.(if statement?? ❒❒❒❒❒❒❒ I develop and improve their instructions. (review??). ❒❒❒❒❒❒❒ I present data in a systematic way. (graphs, reports, presentation)

❒❒❒❒❒❒❒ I give a linear sequence of instructions to make things happen. Robomind, formula

Examples of what I did

What do I need to do next?

**LEVEL 4**

❒❒❒❒❒❒❒ I can analyse and represent symbolically a sequence of events. (data flow) ❒❒❒❒❒❒❒ I recognise different types of data: text; number; instruction. ❒❒❒❒❒❒❒ I understand the need for care and precision when programming (errors). ❒❒❒❒❒❒❒ I can give instructions involving selection and repetition. (loop, if, else)

❒❒❒❒❒❒❒ I can ‘think through’ an algorithm and predict an output. ❒❒❒❒❒❒❒ I can present data in a structured format suitable for processing.

Examples of what I did

What do I need to do next?

**LEVEL 5**

❒❒❒❒❒❒❒ I partially decompose a problem into its sub-problems and make use of a notation to represent it.

❒❒❒❒❒❒❒ I analyse and present an algorithm for a given task .(robomind)

❒❒❒❒❒❒❒ I explore the effects of changing the variables in a model or program. (Spreadsheet)

❒❒❒❒❒❒❒ I develop, try out and refine sequences of instructions, and show efficiency in framing these instructions.

❒❒❒❒❒❒❒ I can make use of procedures without parameters in their programs;

❒❒❒❒❒❒❒ I will also be able to manipulate strings and select appropriate data types.

❒❒❒❒❒❒❒ I can design and use simple (1D) data structures.

❒❒❒❒❒❒❒ I recognise similarities between simple problems and algorithms.

❒❒❒❒❒❒❒ I can reflect critically on their programs in order to make improvements in subsequent programming exercises

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| **SKILL** | **SUBJECT** | **HOW MIGHT YOU USE THE SKILL** |
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How well have you worked? Write the date onto the line to track your progress.

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**Teacher Comment**