

Assessment Criteria

Subject Area:

KS3 Computing

Year:

7

Focus	Beginning Standard (B)	Working Towards Expected Standard (WT)	Expected Standard (ES)	Working Above Expected Standard (WA)	Outstanding Standard (O)
	<44% (1)	45-59% (2)	60%-69% (3)	70%-85% (4)	>86% (5)
Algorithms & Programing	<p>I can distinguish between tasks that are better suited for computers or humans. I can identify solutions to a problem.</p> <p>I can use a programming language to solve a simple problem. I can use sequences and repetition. I do understand that there are other coding languages or multiple solutions to a problem.</p>	<p>I understand that computers require far more precise instructions compared to humans.</p> <p>I know how to identify similarities & differences in situations and how these can create patterns.</p> <p>I can identify a sequence of actions required to elicit a response in a systematic environment.</p>	<p>I understand that problems can be generalised and share similar characteristics and that I can use an algorithm to solve these problems.</p> <p>I can critically evaluate solutions based on possible problems and identify the solutions that could lead to solving that problem.</p>	<p>I can adequately transcribe various algorithms into a programming language to solve a problem.</p> <p>I can model the "What If" analysis in programming as well as explain the reason as to why I used various programs or applications in order to solve various problems.</p>	<p>I can explain why computers need precise instructions compared to human beings and how precision can lead to less errors.</p> <p>I can use a programming language to adequately solve a problem or create a program that entertains others.</p>
Computing Resources, Data Manipulation & Information	<p>I can explain what a computer is and its purpose as well as provide examples of devices that include computers.</p> <p>I can explain the difference between data and information and how errors can occur which might affect how results and decisions are made.</p>	<p>I can tell the difference between reliable and unreliable sources of information and their credibility.</p> <p>I can demonstrate responsible use of information technologies around the classroom and can identify appropriate devices for application.</p>	<p>I understand how networked computers can interact across networks and can collaborate using these features.</p> <p>I acknowledge that there are ethical issues surrounding the application of Information Technology outside of the classroom and school.</p>	<p>I can evaluate the trustworthiness of digital content and apply my skills to create/design or evaluate digital media to a known audience.</p>	<p>I can make use of a number of digital devices, applications, internet services and software in order to solve any problems or achieve a given goal.</p> <p>I can make an informed decision as to what is the most appropriate form of representing information.</p>
Communication. Social Networks, and the Internet of Everything	<p>I can make an informed comment on computer/device/network security.</p> <p>I can explain what the role of a search engine is and what happens when a user requests a web address in a web browser.</p>	<p>I can identify and explain why a password is considered "weak" and how it could be improved for better device/account security.</p> <p>I know how to select and make use of and combine internet services for the desired outcome.</p> <p>I can identify scenarios on the internet that could lead to me feeling unsafe.</p>	<p>I can recognise that the internet and my consumption of it requires me to be vigilant and secure when interacting with others on various platforms.</p> <p>I know how to use the internet to communicate appropriately with friends, family, teachers, and strangers on all domains.</p>	<p>I can make use of Search Terms in order to accurately find what I am searching for on the internet.</p> <p>I understand the importance of security, protection of personal information, and online identity when making use of the internet.</p>	<p>I understand the use of internet tracking tools, such as cookies and can demonstrate how to protect myself against them if necessary.</p> <p>I understand how one can use safety features on Social Media networks in order to report unsolicited behaviour or suspected ill behaviour.</p> <p>I can use various tools in order to communicate my ideas, concerns and general thoughts in a meaningful and productive manner.</p>

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Participation & Work Ethic	I have not been as consistent as I could be in the presentation, submission and completion of my classwork. Often my tasks are not completed in line with the expectations and instructions of the task.		I have a consistent work ethic and hand in the majority of my classwork without error because I ask worthwhile and helpful questions if I do not understand the work. My work is submitted via Google Classroom and to a satisfactory standard lesson on lesson.		I have managed to remain on top of my lessons at all times. My work has been continuously submitted on time, to the standard that is expected and all instructions were followed and only minimal mistakes were made in my classwork.

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Algorithms & Programing	<p>I know that algorithms are used to assist in programming and can be put into various programming languages.</p> <p>I know how to make use of a variable in coding and that it works as a placeholder. I can also make use of simple coding instructions like IF, OR, ELSE, and THEN.</p>	<p>I know that programming bridges the gap between algorithm solutions and computers.</p> <p>I can design and write a simple program following procedures and logical processing. I can also demonstrate the difference between data used in a programme and data stored and externally accessed.</p>	<p>I can explain and demonstrate how to use selection, repetition and procedures in algorithms.</p> <p>I know that programming links algorithm thinking to an outcome and that I have to think about data types and operators when creating a program.</p>	<p>I can design tools that allow me to evaluate the quality of solutions that I create in algorithms.</p> <p>I am able to use flowcharts and other tools to help me plan a solution to a programming problem. I can also use mathematical operators when coding.</p>	<p>I can explain how an algorithm was implemented into a coding variation and how data is considered when making various choices.</p> <p>I demonstrate the entire; plan, make and evaluate process in developing a solution from a provided problem. I can provide reasons as to why I have chosen concepts to complete a solution.</p>
Computing Resources, Data Manipulation & Information	<p>I can describe the different types of devices that are required for a computer to connect to a network, how technology can develop and adapt over time and that a computer "speaks" in 1s and 0s.</p>	<p>I can describe the majority of components that make up a computer and how it processes information to do work.</p> <p>I can explain why computers might require upgrades when new applications are installed.</p>	<p>I am aware of the different types of operating systems that exist and can explain the function of a secondary storage device.</p> <p>I can explain why the collection of poor data can lead to results that are inconclusive.</p>	<p>I can explain how a computer makes use of various services, software and hardware to access the internet, do work and communicate with others.</p> <p>I can explain how we use various file and data types and what programmes are required to work with those files.</p>	<p>I can give in-depth descriptions of the majority of the parts that make up a computer, explain their functions and how they allow us to complete tasks in a logical step-by-step manner.</p> <p>I can use data and file types and binary concepts in providing in-depth answers to questions.</p>
Communication. Social Networks, and the Internet of Everything	<p>I can describe the dangers of using cyber/internet-connected devices and services, such as online banking and online shopping.</p> <p>I know to keep data and information about myself private from strangers on the internet, this also includes my location.</p>	<p>I can make use of safety tools on the internet to keep myself safe and raise awareness by reporting malicious behaviour.</p> <p>I am able to update my social media accounts so that only people I give permission to can see my social pages.</p>	<p>I can identify the need for data encryption and the reason for software licencing and copyright laws and regulations.</p> <p>I understand how the internet can be used to track users and how I can protect myself against any harmful users that might want to use my information/data.</p>	<p>I can identify and justify the use of technology and its impact on society. With special attention being paid to the legal side of technology.</p> <p>I can explain the ethics behind the correct use of technology in society and how certain actions could be considered legal, but unethical.</p>	<p>I can use various operators to search for more accurate information on the internet and on my computer.</p> <p>I can discuss the legal and ethical issues of technological impact without prompting and how information and data online need careful protection of online identity and privacy.</p>

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Algorithms & Programing	<p>I can explain why we need to test algorithms before writing programs. I am able to identify various algorithm functions and their uses.</p> <p>I can write a simple program based on a scenario provided by the teacher. I can also differentiate between coding language and computer language.</p>	<p>I can design a criteria-driven evaluation in order to evaluate the quality of a solution and how I can make improvements.</p> <p>I can identify the differences between IF, THEN, and ELSE statements and use them in programming. I know why comments are used in programming.</p>	<p>I can distinguish between programmes that have used algorithms as part of the planning stage and those that have not.</p> <p>I know why we have different computer programming languages and how they can be manipulated to provide a solution. I can also identify and use variables in my programming code.</p>	<p>I can explain how data might influence how an algorithm might be written or planned. I can use flowcharts and pseudocode to plan a solution.</p> <p>I am able to use nested statements in my coding and can demonstrate how various functions can be executed in coding. I understand how to use coding libraries.</p>	<p>I can evaluate and provide improved, validated and corrected algorithms. I can show how you can have different algorithms for the same task.</p> <p>I can write and provide reasons for writing custom functions and parameters. I can make use of WHILE and UNTIL loops in nested and modular programs.</p>
Computing Resources, Data Manipulation & Information	<p>I can recall how data is represented as 1s and 0s in computer language. I can identify the various data types and how data is stored.</p> <p>I can use logic gates and truth tables to assist in the explanation of scenarios.</p>	<p>I know how to analyse and evaluate data and information.</p> <p>I know that digital computers use binary to represent all data and how this can be used to maximise data size.</p>	<p>I can convert data from one number system to another using tools on the internet to double-check myself.</p> <p>I can prepare data for printing, including setting margins, headers and footers in databasing.</p>	<p>I can solve more complex Boolean Logic expressions.</p> <p>I can explain why various metadata characteristics can influence the size of a file when saved.</p>	<p>I can convert between numerous number systems and use them to write coded messages or phrases.</p> <p>I can explain the need for data compression and be able to describe simple compression methods.</p> <p>I can combine and construct complex logical expressions and truth tables.</p>
Communication. Social Networks, and the Internet of Everything	<p>I can describe the dangers and benefits brought about by online shopping or online banking (and similar services).</p> <p>I know that individuals can have malicious intent over the internet and how this can possibly affect my data and information.</p>	<p>I can explain how to make use of various tools to protect myself against malicious individuals on the internet and protect my social media.</p> <p>I know that I cannot trust strangers that I meet on the internet even if we share friends or contacts.</p>	<p>I can recall the ethical issues surrounding the application of information technology and know that there are frameworks that protect users; i.e. the Computer Misuse Act.</p> <p>I can distinguish between reliable and non-reliable sources of information from the internet.</p>	<p>I can identify possible tone and intent from messages or emails sent to me so better to protect myself from malicious intent.</p> <p>I can explain in brief the rules and laws that are outlined for technological use by individuals in different sectors of society.</p>	<p>I know how to identify a reliable source and adequately cite that information for use in my own work.</p> <p>I know how to justify the choice and use of various sources, devices, internet services ad application software depending on a given task and desired outcome/artefact.</p>

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