

KS3 Computing and Digital Literacy Assessment at FIC

Assessment Objectives and Progress Map for Key Stage 3				
<i>Grade</i>	<i>Assessment Objective 1</i>	<i>Assessment Objective 2</i>	<i>Assessment Objective 3</i>	<i>Assessment Objective 4</i>
	<i>I know</i>	<i>I understand</i>	<i>ICT/Digital Skills</i>	<i>Digital Literacy</i>
6	<p>How to identify and choose the most suitable media for a digital product</p> <p>What a relational database is and the benefits of storing data in multiple tables</p>	<p>The hardware associated with networking computer systems including LANS and WANS</p> <p>What a MAC address is and why it is useful</p>	<p>Can undertake a creative project that collects, analyses and evaluates data to meet the needs to users</p>	<p>Understands the various legal frameworks that exist within ICT and Computing such as the DPA, CMA and CDPA</p>
5	<p>The purpose of the hardware and protocols associated with networking computer systems</p>	<p>The properties of media when importing them into digital artefacts</p>	<p>Effectively designs and creates digital artefacts for a chosen audience</p> <p>Can document user feedback and evidence any improvements made</p> <p>Can make use of a range of different application software to perform a task</p>	<p>Can undertake a creative project that collects, analyses and evaluates data to meet the needs to users</p> <p>Effectively designs and creates digital artefacts for a chosen audience</p> <p>Can document user feedback and evidence any improvements made</p> <p>Can make use of a range of different application software to perform a task</p>

4	The name of various types of hardware associated with networking computer systems (e.g. .hubs, routers, switches and protocols)	How to evaluate the trustworthiness of digital content	<p>Can justify my choices and independently combines multiple digital devices, internet services and application software to achieve a goal</p> <p>Considers how visual design features can and create digital artefacts for a known audience</p> <p>Can design criteria for users to evaluate the quality of a product/solution</p> <p>Uses feedback from a user to identify improvements and makes appropriate changes</p>	<p>Uses technologies and online services securely</p> <p>Knows how to identify and report inappropriate conduct</p> <p>Can identify and explain how the use of technology can impact on society</p>
3	That there is a range of operating systems and application software for the same hardware	<p>How to design criteria to critically evaluate the quality of a solution</p> <p>How to use the criteria to make appropriate changes</p>	<p>How to query data on one table</p> <p>Can evaluate the appropriateness of software/device/internet service choice to achieve a goal</p> <p>How to evaluate and choose an appropriate piece of software to perform a task</p>	Recognises ethical issues surrounding the application of information technology beyond school

2	<p>The difference between physical, wireless and mobile networks</p>	<p>That poor quality data leads to unreliable results and inaccurate conclusions</p> <p>How to recognise the audience when creating digital content</p>	<p>Can perform more complex searches for information (e.g. Using Boolean and relational operators)</p> <p>Can analyse and evaluate data</p> <p>Can use criteria to evaluate the quality of solutions and how to identify improvements, making some refinements to the solutions</p>	<p>Makes judgements about digital content when evaluating and repurposing it for an audience</p> <p>Can demonstrate reasonable use of technologies and online services</p> <p>Knows a range of ways to report concerns</p> <p>Understands the potential of information technology for collaboration when computers are networked</p>
1	<p>The difference between data and information</p> <p>A range of internet services</p>	<p>That using a flat file can improve searching of information</p>	<p>Can use filters to help search for information</p> <p>Can use single criteria queries to search for information</p> <p>Can collect, organise and present data and information in digital content</p> <p>Create digital content to achieve a given goal</p> <p>Combine a range of</p>	<p>Recognises what is acceptable and unacceptable behaviour when using technologies and online services</p>

			<p>software packages and internet services to communicate with wider audiences (e.g. blogging)</p> <p>Can make appropriate improvements based on feedback and comment on the success of the solution</p>	
<i>Found- ation (F)</i>	<p>How to recognise different types of data (text, number)</p> <p>A range of digital devices can be considered computers</p> <p>A range of input and output devices</p> <p>What makes an appropriate file/folder name</p> <p>That people interact with computers</p>	<p>Data can be structured in tables to make it useful</p> <p>That programs can work with different types of data</p> <p>Digital content can be represented in many different ways</p> <p>How digital content can be used to represent information</p>	<p>Can navigate the web and carry out simple web searches to collect digital content</p> <p>Can use technology with increasing independence to organise digital content</p> <p>Can use a variety of software to change and present digital content (data and information)</p> <p>Can talk about completed work and can make improvements based on feedback</p> <p>Obtain content from the world wide web using a web browser</p> <p>How to create an</p>	<p>Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online</p> <p>Shows an awareness of the quality of digital content collected</p> <p>I understand the importance of communicating safely and respectfully online</p> <p>I know that information should be kept private</p>

			appropriate file structure	
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