# Computing

## Assessment

Created by Joanne Ross

Two Rivers Computing Assessment Overview

| Level | Sensory Level Descriptors |
|---|---|
| 1(i) | Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted. |
| 1(ii) | Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, attending briefly to interactions with a familiar person. They may give intermittent reactions, for example, sometimes becoming excited in the midst of social activity. |
| 2(i) | Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, withholding their attention. They begin to show interest in people, events and objects, for example, smiling at familiar people. They accept and engage in coactive exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted. |
| 2(ii) | Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, reaching out to a favourite person, showing a desire to hold a favourite object. They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way in response to a favourite visitor. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, showing pleasure each time a particular puppet character appears in a poem dramatized with sensory cues. Repeating an action with a familiar item of equipment. They cooperate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions. |
| 3(i) | Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pointing to key objects or people. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, reaching out and feeling for objects as tactile cues to events. They observe the results of their own actions with interest, for example, listening to their own vocalisations. They remember learned responses over more extended periods, for example, following the sequence of a familiar daily routine and responding appropriately. |

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| **3(ii)** | Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity. |

| Level | Curriculum Assessment Statements |
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| **4** | • I can make selections to show meaning<br>• I can show which sounds, image I prefer<br>• I understand some actions produce constant results<br>• I can click on left of mouse to select<br>• I can demonstrate some understanding of different technical equipment<br>• I can show enjoyment/ pleasure when an image is presented<br>• I can access a computer via a switch<br>• I can control a device for 1 event<br>• I can move an object across the screen<br>• I can identify a device using visual prompts |
| **5** | • I can use computer programs<br>• I can match pictures onscreen<br>• I can remember sequences of 3 steps<br>• I can press a switch to change the screen<br>• Computing Statement - I can control a device using visual prompts.<br>• I can press a start button for a game<br>• I can use audio equipment to create sound<br>• I can click on a graphic/picture<br>• I can observe work being printed and identify my work<br>• I can use the mouse to move pictures |

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| **6** | • I can move an object across the screen using a mouse<br>• I can click on an icon/image and drag it to a correct area<br>• I can log off without assistance<br>• I can control a device for a sequence of 4 to 5 events<br>• I know information can be saved<br>• I can follow simple instructions when working with machinery<br>• I can operate some things on my own (iPad, touch screen PC, Programmable toys)<br>• I can select a printer icon with help on screen<br>• I can use a keyboard/touch screen to select letters, images or my name<br>• I can produce letters of first name on screen |
| **7** | • I can use simple computer programs/on line to find pictures e g horses/cars/ bikes<br>• I can use ICT to show meaning and express my ideas<br>• I can choose some software for familiar activities<br>• Computing Statement - I can repeat procedures<br>• I can activate a switch to control horizontal and vertical movement<br>• Computing Statement - I can observe a programmable toy and understand its movement<br>• Computing Statement - I can respond to visual prompt on screen<br>• I can state a preference for equipment when using a computer<br>• I can match words to words onscreen<br>• I can match images to different images onscreen |
| **8** | • I can use ICT to present my ideas<br>• I can load a resource and make choices<br>• I can explain actions to adult when using a program<br>• I can identify and use different technology<br>• I can access and navigate around an IPAD<br>• Computing Statement - I can attempt to programme a toy<br>• Computing Statement - I can use control programs to move an object<br>• I can talk about what I am doing relating to my work on screen.<br>• I can take a photo using a device |

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| | • I can recognise myself and others on an audio or visual clip. |
| **9** | • I can Identify different Apps and use them on an IPAD<br>• I can print my work out and understand the different printer sign<br>• I can edit work using different functions<br>• I can say if a photo is good or bad<br>• I can type simple words on a keyboard<br>• I can review how to follow procedure and try to repeat<br>• I can navigate around electronical device presentations<br>• Computing Statement - I can move the toy around a room following a simple route.<br>• Computing Statement - I can make a programmable toy go forwards and backwards<br>• Computing Statement - I can make a programmable toy move left and right |
| **10** | • I understand the importance of staying safe online (think you know age 5 - 7)<br>• I can use a computer to work with a variety of sources (Writing, pictures and sound)<br>• I can identify the different icons/objects<br>• I can identify the different features of a keyboard and a mouse<br>• I can use input devices to manipulate items on a computer. (Keyboard, online keyboard, accessible mouse and switches)<br>• I can look up and use information from various places (cd, web pages and printed documents)<br>• I understand what a simple algorithm is<br>• I can order a collection of pictures into the correct sequence<br>• I can recognise that many everyday devices respond to signals and instructions<br>• I can make programmable toys carry out instructions |
| **11** | • I can state what e-safety is and the different forms of bullying linking it to technology<br>• I can review printed work and state if it is good or bad<br>• I can copy text. Data and images<br>• I can use a keyboard and mouse and include the different functions within work<br>• I understand how to work a computer, camera and other electronical equipment<br>• I can recognise and use a range of input and output devices<br>• I can handle different equipment and link words to what they are |

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| | • I can carry out a simple algorithm<br>• I can plan and demonstrate a programmable toy moving round an environment<br>• I can use an IPAD independently and state where to and use apps once demonstrated |
| **12** | • Computing Statement - I can demonstrate how to use of computer safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.<br>• I can save and retrieve my work independently<br>• I can include text, tables, images and sound within my work<br>• I can identify good points about my work<br>• I can identify input devices/functions and use them and recognize a range of digital devices<br>• I can explain what an algorithm is<br>• I can design a simple algorithms using loop, and selection i.e. if statements<br>• I can solve simple computing problems<br>• I can plan and give direct commands to make things happen<br>• I can navigate the web and can carry out simple web searches to collect digital content |
| **13** | • Computing Statement - I can what is acceptable and unacceptable behaviour when using technologies and online services<br>• I can create a file/folder structure and use this independently<br>• I can use different functions within programs to enhance the quality of work<br>• I can self-assess my own work and offer improvements<br>• I understand the difference between hardware and application software, and their roles within a computer system<br>• I can plan a linear sequence of instructions. (non-branching)<br>• I can give a linear sequence of instructions to make things happen<br>• I can use sequences of instructions to control devices and achieve specific outcomes<br>• I can uses logical reasoning to predict outputs<br>• I can create a program that implements algorithms to achieve given goals |
| **14** | • I understand the risks associated with communicating digitally, including the security of personal information<br>• I can use ICT to present information in different forms and show I am aware of my intended audience (Graphs, pictures, text and sound)<br>• I can plan and test sequences of instructions |

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| | • I can evaluate my work and make improvements where necessary<br>• I can analyse and represent symbolically a sequence of events<br>• I can work with a variety of inputs and outputs in a computer program<br>• Computing Statement - I can state why and when computers are used<br>• I can debug simple programme to gain desired result<br>• I can give instructions involving selection and repetition<br>• I can state the main functions of the operating system and networks |
| **15** | • I can state the importance of backing up work and a demonstration of how to do it<br>• I can make sensible decisions about whether information is accurate or not and give reasonings<br>• I can select the information I need for different purposes, check its accuracy and organise it in a form suitable for processing<br>• I am able to use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.<br>• I can create sequences of instructions and understand the need to be precise when framing and sequencing instructions.<br>• I am able to explore the effects of changing the variables in an ICT based model<br>• I can use ICT to organise, store and retrieve information using logical and appropriate structures<br>• I can adapt my work which will be seen by others and design things with specific reasons and people in mind<br>• I can share my work with other people in a number of ways including e-mail<br>• Computing Statement - I can design and create own program against a set criteria |
| **16** | • I can plan and design ICT based solutions to meet a specific purpose and audience<br>• I can test a product/program to make sure it fits the criteria set<br>• I am able to use more complex lines of enquiry to test hypotheses and can present my ideas in a variety of ways, showing a clear sense of audience.<br>• I use ICT based models to make predictions and vary the rules within the models.<br>• I can assess how valid these models are by comparing information from other sources<br>• I can predict what is going to happen when I make a computer-based model. (Changing rules and sequences)<br>• I can critically assess my work to make sure it if fit for purpose<br>• I am able to independently plan my work creating a portfolio of digital evidence of their learning.<br>• Computing Statement - I understand that digital computers use binary to represent all data |

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| | • Computing Statement - I can with little assistance write or debug a short program |
| **17** | • I can design a professional presentation to suit a variety of audiences<br>• I can make use of audience and user feedback to develop and improve my ICT solutions.<br>• I am able to take part in informed discussions about the use of ICT and its impact on society, making valuable contributions<br>• Computing Statement - I can describe more complex algorithms, for example, sorting or searching algorithms<br>• Computing Statement - I can describe systems and their components using diagrams<br>• Computing Statement - I can independently write or debug a short program<br>• Computing Statement - I can state names of simple computer system names e.g., hub, router, LAN, WAN<br>• Computing Statement - I can state the difference between, and uses appropriately, procedures and functions<br>• Computing Statement - I understand how numbers, images, sounds and character sets use the same bit patterns<br>• Computing Statement - I understand the relationship between resolution and colour depth, the effect on file size |
| **18** | • I can independently select appropriate information sources<br>• I can independently select ICT tools for specific tasks, taking into account ease of use and suitability<br>• I make valuable contributions and take part in informed discussions about the social, economic, ethical and moral issues raised by ICT<br>• I am able to design and implement systems for others to use.<br>• I can demonstrate the program/system giving feedback<br>• I can test the system offering logically reasoning why I have created it the way I have<br>• I can take into account the reasoning in behind creating a system<br>• I can receive constructive feedback and act upon it<br>• I can design successful ways to collect and prepare information for processing<br>• I can take part in informed discussions about the social, economic, ethical and moral issues raised by ICT. (For example; is it OK to copy DVDs and CDs even though it is illegal?) |