

Key Stage 3 ICT Assessment Grid

| | Creation of Product | Manipulation of Product | Analysis of Suitability | Judgement |
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| Accomplished | The learner has used a wide range of tools to create the given product. They have been able to interpret the brief without assistance and have completed the stretch and challenge version. They are able to complete the task independently and are able to offer assistance to others who are struggling. | The learner has used a wide range of tools in order to manipulate the product which meets the stretch and challenge requirements. There will be several manipulations made to the product which has been done independently, these manipulations will be 'outside of the box' and show a very good skill level. They are able to support others with manipulation where they are struggling. | The learner is able to analyse what they have been able to do and what they are yet to be able to do, using these to analyse advantages and disadvantages of their product. They will use key terminology. They will be able to analyse their personal strengths and weaknesses and are able to use these to analyse whether their final product is suitable for the target audience and user requirements. They are also able to assist others in explaining their personal strengths and weaknesses and analyse the suitability of their product for the target audience and user requirements. | The learner is able to make a judgement on the success independently based on the opinion of others and their own, using direct quotes and research within their judgment. They will be able to make several improvements to their work independently. They will be able to evaluate the success of these improvements and will have all of the skills needed to put these improvements into place. They will be able to recommend improvements to others as well as upskill others so they are better equipped to make improvements to their own work. |
| Skilled | The learner has used a wide range of tools to create the given product. They have been able to interpret the brief without assistance and have completed the stretch and challenge version and have completed the task independently | The learner has used a wide range of tools in order to manipulate the product which meets the stretch and challenge requirements. There will be several manipulations made to the product which has been done independently, these manipulations will be 'outside of the box' and show a very good skill level. | The learner is able to analyse what they have been able to do and what they are yet able to do, using these to analyse advantages and disadvantages of their product. They will use key terminology. They are able to analyse their personal strengths and weaknesses without guidance and are able to use these to analyse whether the final product is suitable for the target audience and user requirements. | The learner is able to make a judgement on the success independently based on the opinion of others and their own, using direct quotes and research within their judgment. They will be able to make several improvements to their work independently. They will be able to evaluate the success of these improvements and will have all of the skills needed to put these improvements into place. |
| Proficient | The learner has used a wide range of tools to create the given product. They have been able to interpret the brief without assistance and have completed the task independently | The learner has used a wide range of tools in order to manipulate the product in some way. There will be four or more manipulations made to the product which has been done independently. | The learner is able to analyse what they have been able to do and what they are yet able to do, using these to explain advantages and disadvantages of their product. They will use key terminology. They are able to explain their personal strengths and weaknesses without guidance and are able to use these to explain whether the final product is suitable for the target audience and user requirements. | The learner is able to make a judgment on the success independently based on the opinion of others and their own. They will be able to recommend four or more improvements to their work independently. They will be able to analyse these improvements and will have most of the skills needed to put these improvements into place, for skills they are lacking they will be able to research how to improve those skills in order to make the necessary improvements |

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| Capable | The learner has used a good range of tools to create the given product, they have done the majority of the task independently and rarely seek advice from the teacher or peers. | The learner has used a good range of tools in order to manipulate the product in some way. There will be four or more manipulations made to the product most of which has been done independently and rarely with help from a peer as opposed to a teacher. | The learner is able to explain using examples what they have been able to do and what they are yet able to do. They will use key terminology. They are able to identify their personal strengths and weaknesses without guidance and are able to use these to explain whether the final product is suitable for the target audience and user requirements. | The learner is able to make a judgment on the success independently based on the opinion of others and their own. They will be able to recommend three to four improvements to their work independently. They will be able to explain, using examples improvements and will have most of the skills needed to put these improvements into place. |
| Competent | The learner has used a better range of tools to create the given product, they have done the majority of the task independently and have been comfortable in seeking peer advice over a teacher. | The learner has used a better range of tools in order to manipulate the product in some way. There will be three or four manipulations made to the product most of which has been done independently or with help from a peer as opposed to a teacher. | The learner is able to explain what they have been able to do and what they are yet able to do. They will use some key terminology. They are able to identify their personal strengths and weaknesses without guidance. They are able to use these to identify whether the overall product is suitable for the target audience and user requirements. | The learner is able to make a judgment on the success independently based on the opinion of others and their own. They will be able to recommend two or three improvements to their work with input from a peer buddy as opposed to a teacher. They will be able to explain improvements and will have some of the skills to put these improvements into place. |
| Improving | The learner has used basic tools to create the given product, they have needed support and guidance for the some of the task and have completed the minority of the task independently | The learner is able to use basic tools in order to manipulate the product in some way. There will only be two or three manipulations made to the product and some of these will be done under guidance from a teacher. The learner is not able to carry out all manipulations to the product independently. | The learner is able to outline what they have been able to do and what they are yet able to do. They will use few key terminology. They would need some guidance identifying strengths and weaknesses. They would need guidance to help use these to identify whether the overall product is suitable for the target audience and user requirements. | The learner is able to make a basic judgment on the success independently based on the opinion of others. They will be able to recommend one or two improvements to their work with input from either a peer buddy or teacher. They will be able to outline improvements but will only have some of the skills to put these improvements into place. |
| Developing | The learner has used basic tools to create the given product, they have needed support and guidance for the majority of the task and have not been able to complete any sections independently. | The learner is able to use basic tools in order to manipulate the product in some way. There will only be one or two manipulations made to the product and these will be done under guidance from a teacher. The learner is not able to manipulate the product independently. | The learner is able to state what they have been able to do and what they are yet able to do. They will not use key terminology. They would need guidance identifying strengths and weaknesses. They would be unable to use these to identify whether the overall product was suitable for the target audience and user requirements. | The learner is not able to make a judgment on the success independently and instead will look to others for their opinion. They will not be able to recommend improvements to their work with input from either a peer buddy or teacher. They will be able to state improvements but not have the skills to put these improvements into place. |