Year 7 Score Descriptors Grid ICT

Score	Knowledge and Understanding	
7/8/9 **Outstanding** (Consistently performing above expected) *Scores 8 and 9 are awarded for exceptional performance* **I am able to…**	SYSTEMS	**Demonstrate** how **instructions** are run inside a computer. **Describe** systems and their **components** using diagrams.
	DEVELOPMENT	**Develop** solutions for problems that are **described** to me by someone else.
	PROGRAMMING	**Use procedures, functions** with **parameters** in my programs. **Explain** and write more complex **algorithms** e.g. searching and sorting **algorithms**. **Create** program **interfaces** to make **predictions** and vary the **rules** within the programs. Independently **write** or **debug** a short program.
	MODELLING	**Modify** solutions to one problem and **adapt** them for similar problems. **Recognise** similarities in given problems. **Produce** a **model** which fits some aspects of these problems.
	ANALYSIS	**Analyse** a problem and divide it into all its sub-problems and show this as a diagram. **Describe** and **predict** the outcomes of more complex **algorithms** for example **searching** and **sorting**. **Assess** the **validity** of my program by considering or comparing **alternative solutions**.
	DIGITAL LITERACY	**As Score 6 – Digital Literacy Score** must be at a **6** to progress to **Score** level **7, 8 and 9.**
6 **Very Good** (Performing above expected) **I am able to…**	SYSTEMS	**Demonstrate** how data, such as numbers, sound and images are physically stored on a computer system. **Identify** similar problems and see how the same **algorithm** could be used for both problems.
	DEVELOPMENT	**Plan**, **create**, **test** and **reflect** on a solution to a problem that a computer could solve. **Design** and **use** simple (1D) **data structures**.
	PROGRAMMING	**Use** variables, lists and simple procedures correctly in my programs. **Explore** the effects of changing the variables in a **model** or program. **Develop**, try out and **refine** sequence of instructions and show **efficiency** in framing these **instructions**. Make **use** of procedures without parameters in my programs. **Manipulate** strings and select appropriate **data types**.
	MODELLING	**Recognise** similarities between simple problems and the ways in which they can be solved.
	ANALYSIS	**Take** a problem and divide it into a main sub-problem. **Analyse** and **present** an **algorithm** for a given task.
	DIGITAL LITERACY	**Find** and **select** appropriate detailed information for a task. **Use** a wide range of software well. **Edit** information well to suit the **audience** and **purpose** displaying more advanced use of some of the software. **Organise** clear **user instructions** and consider the needs of disabled users for a range of software devices. **Argue** that lack of access to technologies can **disadvantage particular groups or individuals** within **society**.
5 **Good** (Performing at the minimum expected level for all students) **I am able to…**	SYSTEMS	**Identify** that I must take care and be accurate when typing instructions. **Explain** why we must be accurate when working with computers.
	DEVELOPMENT	**Write** sequences of instructions (**algorithms**) and **data** in a way that a computer will understand.
	PROGRAMMING	**Use** selection and repetition correctly in my programs. **Give** instructions involving selections and repetitions. **Analyse** and **represent** symbolically a sequence of events.
	MODELLING	**Trace** instructions using variables, selection and repetition and predict what the result will be. **Think** through an **algorithm** and predict its output.

	ANALYSIS	**Describe** what is meant by a computational table. **Think** through an **algorithm** and predict an output. **Demonstrate** the need for care and precision of **syntax** and **typography** in giving instructions.
	DIGITAL LITERACY	**Use** digital devices and the internet safely and responsibly in all projects. **Present** data in a structured format suitable for processing. **Recognise** different **data types**; text, numbers and instruction. **Explain** Human Computer Interaction (**HCI**) includes rules for good system design e.g. having an undo button.
4 **Satisfactory** (Performing below expected but making progress towards expected) **I am able to…**	SYSTEMS	**Identify** similarities between tasks. **Demonstrate** that computer systems work step by step and can only do what we tell them. **Recognise** similarities between storyboards and everyday activities.
	DEVELOPMENT	**Create** a sequence of instructions and **improve** it if necessary.
	PROGRAMMING	**Plan** a sequence of instructions for something I want to happen. **Produce** a linear sequence of instructions to make things happen. **Identify algorithms** and its purpose.
	MODELLING	**Read** a sequence of instructions and **predict** what the result will be. **Develop** and **improve** my instructions.
	ANALYSIS	**Describe** the goals of a given problem. **Test** my work and suggest how I can **improve** it.
	DIGITAL LITERACY	**Identify** the risks of working online. **Identify** ways of how to keep my personal details safe. **State facts** that the human element contributes to the risks of using computers. **Realise** that access to technology can bring benefits and power but not everyone has easy access.
3 **Requires improvement** (Performing well below expected) **I am able to…**	SYSTEMS	**Identify** some similarities between tasks. **Demonstrate some** understanding that computer systems work step by step and can only do what we tell them. **Recognise some** similarities between storyboards and everyday activities.
	DEVELOPMENT	**create** a **simple** sequence of instructions
	PROGRAMMING	**Plan** a **simple** sequence of instructions for something I want to happen. **Produce** a simple linear sequence of instructions to make things happen. **Identify algorithms**.
	MODELLING	**Read** a sequence of instructions and have some success at **predicting** what the result will be. **Identify some** areas that can be **improved** in my instructions.
	ANALYSIS	**Describe some** of the goals of a given problem. **Perform some testing** on my work.
	DIGITAL LITERACY	**Identify some** of the risks of working online. **Identify some** of the ways of how to keep my personal details safe. **State a couple of facts** that the human element contributes to the risks of using computers. **Realise** that there are **some** benefits of accessing technology.
2 **Poor** (Significantly underachieving) **I am able to…**	SYSTEMS	**State** some similarities between tasks. **how some** understanding that computer systems work step by step and can only do what we tell them. **Identify** some similarities between storyboards and everyday activities.
	DEVELOPMENT	**create** a **limited** sequence of instructions
	PROGRAMMING	**Plan** a **simple** sequence of instructions for something I want to happen. **create** a **limited** sequence of instructions **Identify algorithms**.
	MODELLING	**Read** a sequence of instructions and have limited success at **predicting** what the result will be. **Identify a couple** areas that can be **improved** in my instructions.
	ANALYSIS	**Identify some** of the goals of a given problem. **Perform some testing** on my work.
	DIGITAL LITERACY	**State some** of the risks of working online. **State some** of the ways of how to keep my personal details safe. **State a couple of facts** that the human element contributes to the risks of using computers. **Realise** that there are **some** benefits of accessing technology.

I **Major concern** (Students are consistently underachieving) **I am able to…**	SYSTEMS	**Show** a similarity between tasks. **Show some** understanding that computer systems work step by step and can only do what we tell them. **Identify a** similarity between storyboards and everyday activities.
	DEVELOPMENT	**create** a **list** of 3 instructions
	PROGRAMMING	**Plan** a **simple** sequence of instructions for something I want to happen. **create** a **list** of 3 instructions **Identify** an **algorithm**.
	MODELLING	**Read** a simple set sequence of instructions and state what it might do with some success. **State an** area that can be **improved** in my instructions.
	ANALYSIS	**State a** goal of a given problem. **Perform a test** on my work.
	DIGITAL LITERACY	**State a** risk of working online. **State a** way of how to keep my personal details safe. **State a fact** that the human element contributes to the risks of using computers. **Realise** that there is a benefit of accessing technology.