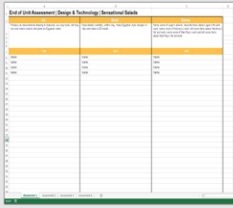# assessment guidance

Plan*it* Unit Assessment Suggestions

Each **plan***it* unit has the following assessment tools included.

Spreadsheet

Various assessment options have been provided in a spreadsheet to offer maximum flexibility and opportunity for editing to suit your needs.
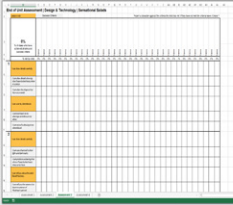
Assessment One

This sheet lists the 'all/most/some' statements related to what children will learn during the unit. Children's names can be entered in the appropriate column and the spreadsheet will calculate the proportion of the class at each stage.
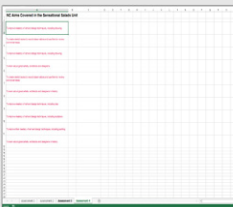
Assessment Two

This sheet splits down the 'all/most/some' statements on the previous sheet in a class grid, allowing a more detailed picture. The spreadsheet will calculate the proportion of the class at each stage as well as the percentage of statements achieved by each child.

Assessment Three

This sheet lists the aim and success criteria for each lesson across the unit in a class grid. The spreadsheet will calculate the percentage of statements achieved by each child. If you would prefer to focus purely on the aims or success criteria alone, the relevant rows can easily be deleted.

Assessment Four

This sheet simply lists the elements of the National Curriculum addressed by the unit for you to cut and paste if required.

Child Led Assessment

Success Criteria Grids *(per lesson)*

These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers to then record their assessment.

KWL Grid

These grids can be done individually or as a class at the start and end of a unit to record what children **k**now, what they **w**ant to know, and what they have **l**earnt.

Jigsaw Target

These sheets list the aims and success criteria for each lesson across the unit in a child friendly jigsaw grid. These could be stuck in books and coloured in before/during/after the unit as a continuous assessment document to show progression, or used at the end of each lesson or the unit to record learning.
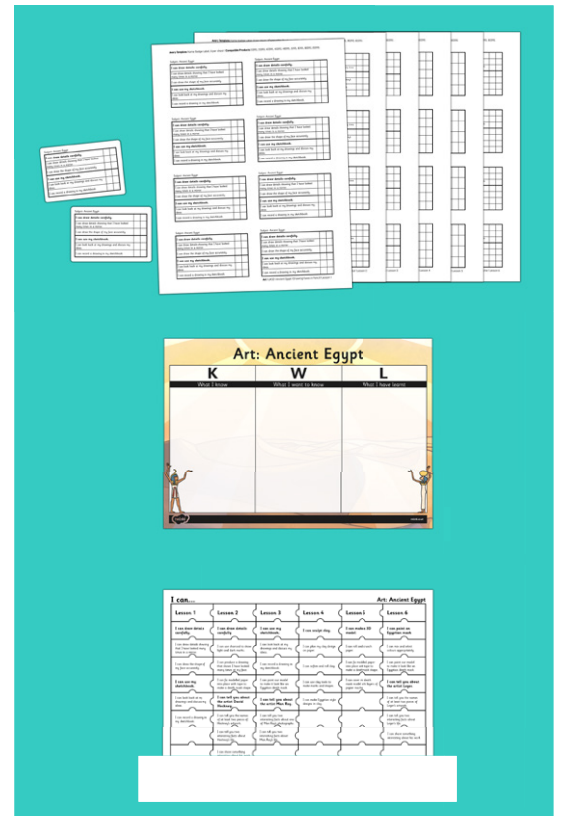
Assessment Ideas within Lessons

Some handy ideas from our **Plan*it*** teaching team on how you could assess within a lesson.

Plan*it* Success Criteria Grids

These individual grids are provided for each lesson and will print out on label templates for convenience.

Plan*it* Activity Sheets

Our activity sheets have three circles below the aim box for optional assessment, using the traffic light system or colouring 1, 2 or 3 circles as appropriate.

Whiteboards

Useful throughout the lesson, whiteboards give you the opportunity for individual feedback and a quick way to spot misconceptions.

Traffic Light, Smiley Face Fans or Thumbs Up/Thumbs Down

A fun way for children to show their confidence and understanding at different points throughout the lesson.

Stimulus and Card Response

Useful in a variety of lessons, children can be given a word or a statement and they respond using a relevant card from the pack they have been given. This could be saying a word and children showing the correct picture card, or reading a statement and children showing true or false. These could also be A/B/C/D cards to be used as multiple choice responses to a quiz on the IWB.

Lesson Reflection

Children record how they felt about the lesson, what their next steps should be and any questions they have. Suggestions within this include:

- Using colour coded pens (e.g. tickled pink, polishing purple, green for growth)
- Smiley faces to indicate enjoyment and understanding of the lesson
- Peer assessment
- Traffic light system to indicate understanding

At the beginning of the next lesson children could be given time to respond to any feedback.

Bookending

A question could be set at the start of the lesson and repeated at the end to show progression.

End of Unit Assessment | Computing | Year 1 | Computer Skills

All	Most	Some
Click and drag with a mouse or trackpad, switch on and shutdown a computer independently and launch an application by double clicking it.	Log on and log off on a computer independently and manipulate an application window by moving and resizing it.	Confidently double click with a mouse or trackpad and save their work in their folder independently.
33%	**33%**	**33%**
Name	Name	Name
Name	Name	Name
Name	Name	Name
Name	Name	Name

End of Unit Assessment | Computing | Year 1 | Computer Skills

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class
	% met by child	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Has the child met the all and most statements?	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%
All	Click and drag with a mouse or trackpad.																															0%
	Switch on and shutdown a computer independently.																															0%
	Launch an application by double clicking it.																															0%
Most	Log on and log off on a computer independently.																															0%
	Manipulate an application window by moving and resizing it.																															0%
Some	Confidently double click with a mouse or trackpad.																															0%
	Save their work in their folder independently.																															0%

End of Unit Assessment | Computing | Year 1 | Computer Skills

	Lesson Aim	Success Criteria																															*Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.*

		% met by child	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	Name 0%	
1	I can use a computer mouse.																															0%
	I can hold a mouse comfortably and correctly.																															0%
	I can click, double-click and drag.																															0%
2	I can switch on and shutdown a computer.																															0%
	I can name the main components of a computer.																															0%
	I can explain the differences between switching and logging on and off.																															0%
3	I can launch an application and manipulate windows.																															0%
	I can use more than one way to open an application.																															0%
	I can move, change the shape and position of a window.																															0%
4	I can save a file.																															0%
	I can find and open my folder.																															0%
	I can save a file in my folder.																															0%
5	I can drag objects.																															0%
	I can click on an object to select it.																															0%
	I can drag selected objects with control.																															0%
6	I can identify and practise my computer skills.																															0%
	I can identify the computer skills I have learnt.																															0%
	I can practise my computer skills to improve them.																															0%

NC Aims Covered in the Computer Skills Unit

Use technology purposefully to manipulate and retrieve digital content.

Use technology safely and respectfully.

End of Unit Assessment | Computing | Year 1 | Computer Skills

All	Most	Some
Click and drag with a mouse or trackpad, switch on and shutdown a computer independently and launch an application by double clicking it.	Log on and log off on a computer independently and manipulate an application window by moving and resizing it.	Confidently double click with a mouse or trackpad and save their work in their folder independently.
33%	**33%**	**33%**
Name	Name	Name
Name	Name	Name
Name	Name	Name
Name	Name	Name

End of Unit Assessment | Computing | Year 1 | Computer Skills

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class
	% met by child	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Has the child met the all and most statements?	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%
All	Click and drag with a mouse or trackpad.																															0%
	Switch on and shutdown a computer independently.																															0%
	Launch an application by double clicking it.																															0%
Most	Log on and log off on a computer independently.																															0%
	Manipulate an application window by moving and resizing it.																															0%
Some	Confidently double click with a mouse or trackpad.																															0%
	Save their work in their folder independently.																															0%

End of Unit Assessment | Computing | Year 1 | Computer Skills

Lesson Aim	Success Criteria	*Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.*

	% met by child	Name (×many, 0%)	
1	I can use a trackpad.		0%
	I can apply the right pressure for moving the cursor and pressing buttons.		0%
	I can click and double-click accurately.		0%
2	I can switch on and shutdown a computer.		0%
	I can name the main components of a computer.		0%
	I can explain the differences between switching and logging on and off.		0%
3	I can launch an application and manipulate windows.		0%
	I can use more than one way to open an application.		0%
	I can move, change the shape and position of a window.		0%
4	I can save a file.		0%
	I can find and open my folder.		0%
	I can save a file in my folder.		0%
5	I can drag objects.		0%
	I can click on an object to select it.		0%
	I can drag selected objects with control.		0%
6	I can identify and practise my computer skills.		0%
	I can identify the computer skills I have learnt.		0%
	I can practise my computer skills to improve them.		0%

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NC Aims Covered in the Computer Skills Unit

Use technology purposefully to manipulate and retrieve digital content.

Use technology safely and respectfully.

I can...

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can use a computer mouse.	**I can switch on and shutdown a computer.**	**I can launch an application and manipulate windows.**	**I can save a file.**	**I can drag objects.**	**I can identify and practise my computer skills.**
I can hold a mouse comfortably and correctly.	I can name the main components of a computer.	I can use more than one way to open an application.	I can find and open my folder.	I can click on an object to select it.	I can identify the computer skills I have learnt.
I can click, double-click and drag.	I can explain the differences between switching and logging on and off.	I can move, change the shape and position of a window.	I can save a file in my folder.	I can drag selected objects with control.	I can practise my computer skills to improve them.

I can...

Computing | Year 1 | Computer Skills

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can use a trackpad.	I can switch on and shutdown a computer.	I can launch an application and manipulate windows.	I can save a file.	I can drag objects.	I can identify and practise my computer skills.
I can apply the right pressure for moving the cursor and pressing buttons.	I can name the main components of a computer.	I can use more than one way to open an application.	I can find and open my folder.	I can click on an object to select it.	I can identify the computer skills I have learnt.
I can click and double-click accurately.	I can explain the differences between switching and logging on and off.	I can move, change the shape and position of a window.	I can save a file in my folder.	I can drag selected objects with control.	I can practise my computer skills to improve them.

Computing: Computer Skills

K	W	L
What I know	What I want to know	What I have learnt