Assessment Guidance

Plan*it* Unit Assessment Suggestions

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

Spreadsheet

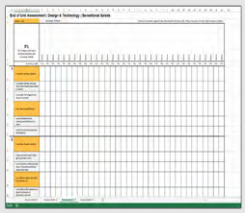
Various assessment options have been provided in a spreadsheet to offer maximum flexibility and opportunity for editing to suit your needs.

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.

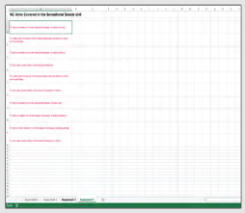
Assessment Two

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)*

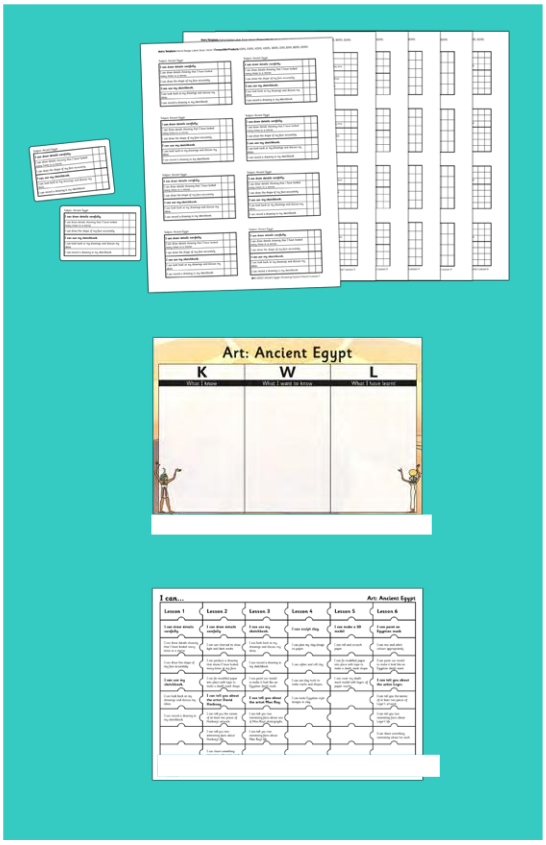
These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers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

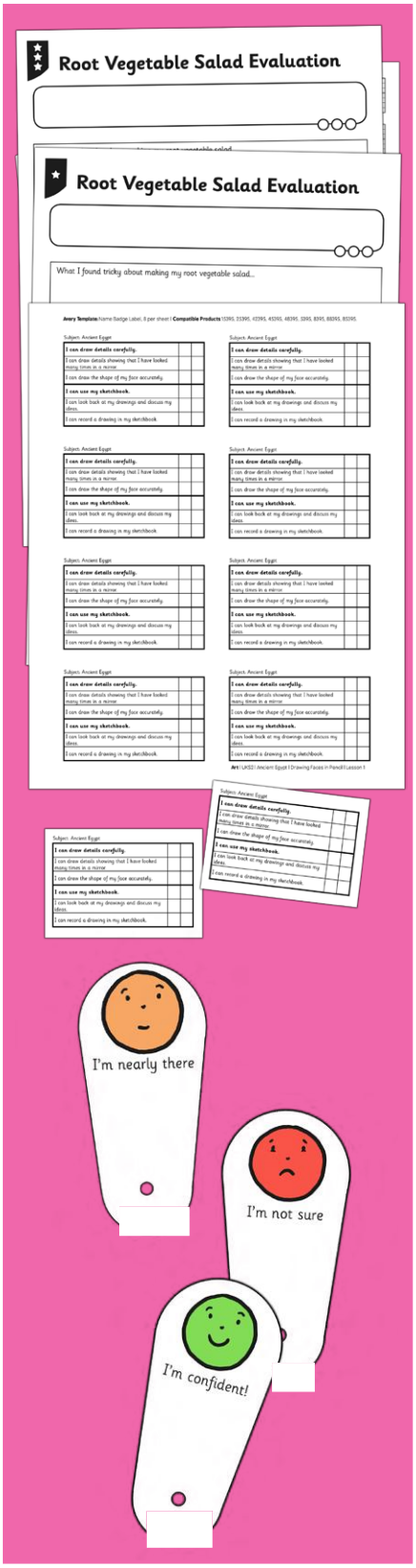
Children record how they felt about the lesson, what their next steps should be and any questions they have. Suggestions within this include:

- 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 | Programming with ScratchJr

All	Most	Some
Open the ScratchJr app and start a new project, add new characters and backgrounds, use blocks for movement in different directions, create short sets of sequenced instructions.	Use different end blocks, including repeat forever, change the size of characters to grow or shrink, hide and show characters with an instruction block, can program two or more characters with instructions at the same time.	Use a repeat block for a section of instructions and specified number of times, predict the behaviour of a character, based on a sequence of instructions, edit the colours and other features of characters or sprites, create longer sequences of more complex instructions.
33%	33%	33%
Name	Name	Name
Name	Name	Name
Name	Name	Name
Name	Name	Name

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Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.

		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	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%	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	n	n	n	n	n	0%
All	Take information for this tab from the Unit Overview.																																				0%
All	Open the ScratchJr app and start a new project.																																				0%
All	Add new characters and backgrounds.																																				0%
All	Use blocks for movement in different directions.																																				0%
All	Create short sets of sequenced instructions.																																				0%
Most	Use different end blocks, including repeat forever.																																				0%
Most	Change the size of characters to grow or shrink.																																				0%
Most	Hide and show characters with an instruction block.																																				0%
Most	Can program two or more characters with instructions at the same time.																																				0%
Some	Use a repeat block for a section of instructions and specified number of times.																																				0%
Some	Predict the behaviour of a character, based on a sequence of instructions.																																				0%
Some	Edit the colours and other features of characters or sprites.																																				0%
Some	Create longer sequences of more complex instructions.																																				0%

End of Unit Assessment | Computing | Year 1 | Programming with ScratchJr

Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.

	Lesson Aim / Success Criteria	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	Name	Name	Name	Name	
	% 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%	0%	0%	0%	0%	
1	I can describe and use instructions to program a character.																																			0%
	I can open the ScratchJr app and use buttons to navigate.																																			0%
	I can add and remove characters and backgrounds.																																			0%
	I can edit characters and backgrounds.																																			0%
	I can describe the effect of at least three instruction blocks on a character.																																			0%
2	I can program a character to grow and shrink.																																			0%
	I can position new sprites on a suitable background.																																			0%
	I can select and drag blocks for grow and shrink.																																			0%
	I can connect blocks that execute a new action.																																			0%
	I can use start blocks to begin a program.																																			0%
3	I can use instructions to make characters move at different speeds and distance.																																			0%
	I can program a car to move in ScratchJr.																																			0%
	I can edit the value to make the car travel further.																																			0%
	I can change the speed of the car.																																			0%
	I can program the car to repeat the moving instructions.																																			0%
4	I can use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour.																																			0%
	I can use blocks for movement in different directions.																																			0%
	I can use a REPEAT FOREVER block to make a continuous loop.																																			0%
	I can use a REPEAT block for a section of instructions.																																			0%
	I can predict the behaviour of a character, based on a sequence of instructions.																																			0%
5	I can create programs that play a recorded sound.																																			0%
	I can record my own sounds.																																			0%
	I can create instructions to play a recorded sound.																																			0%
	I can edit and use speech bubbles in my instructions.																																			0%
	I can create my own simple programs.																																			0%
6	I can create programs with a sequence of linked instructions.																																			0%
	I can create a short set of instructions for a sequence of movements.																																			0%
	I can create longer sequences of more complex instructions.																																			0%
	I can use the 'WAIT' block.																																			0%
	I can program two or more characters with instructions at the same time.																																			0%

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NC Aims Covered in the ScratchJr Unit

To understand that programs execute by following precise and unambiguous instructions.

To use logical reasoning to predict the behaviour of simple programs.

To create and debug simple programs.

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

I can... Computing | Year 1 | Programming with ScratchJr

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can describe and use instructions to program a character.	**I can program a character to grow and shrink.**	**I can use instructions to make characters move at different speeds and distance.**	**I can use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour.**	**I can create programs that play a recorded sound.**	**I can create programs with a sequence of linked instructions.**
I can open the ScratchJr app and use buttons to navigate.	I can position new sprites on a suitable background.	I can program a car to move in ScratchJr.	I can use blocks for movement in different directions.	I can record my own sounds.	I can create a short set of instructions for a sequence of movements.
I can add and remove characters and backgrounds.	I can select and drag blocks for grow and shrink.	I can edit the value to make the car travel further.	I can use a REPEAT FOREVER block to make a continuous loop.	I can create instructions to play a recorded sound.	I can create longer sequences of more complex instructions.
I can edit characters and backgrounds.	I can connect blocks that execute a new action.	I can change the speed of the car.	I can use a REPEAT block for a section of instructions.	I can edit and use speech bubbles in my instructions.	I can use the 'WAIT' block.
I can describe the effect of at least three instruction blocks on a character.	I can use start blocks to begin a program.	I can program the car to repeat the moving instructions.	I can predict the behaviour of a character, based on a sequence of instructions.	I can create my own simple programs.	I can program two or more characters with instructions at the same time.

Computing: Programming with ScratchJr

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