End of Unit Assessment | Computing | Year 5 | Controlling Devices: Flowol

| All | Most | Some |
| :---: | :---: | :---: |
| Follow written instructions to draw a simple flowchart, insert symbols into a flowchart, add inputs into a flowchart and identify conventional symbols, understanding the process of each stage. | Create a program to control a simple sequence, modify symbols in a flowchart for effect, create flowcharts for multiple inputs and outputs, use decisions and subroutines, program inputs and outputs. | Solve a given problem independently with a flowchart solution, organized int multiple subroutines and create a program to control a sequence with variables. |
| 33\% | 33\% | 33\% |
| Name <br> Name <br> Name <br> Name | Name <br> Name <br> Name <br> Name | Name <br> Name <br> Name <br> Name |


|  |  | $\begin{array}{r} \stackrel{0}{E} \\ \underset{\sim}{Z} \\ \hline \end{array}$ | $\stackrel{\text { ¢ }}{\substack{\text { ¢ }}}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \stackrel{\pi}{Z} \\ & \hline \end{aligned}$ | $\begin{aligned} & 0 \\ & \stackrel{0}{E} \\ & \underset{Z}{Z} \\ & \hline \end{aligned}$ |  |  | $\begin{array}{r} \text { © } \\ \text { E } \\ \hline \end{array}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \stackrel{E}{\mathrm{I}} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \stackrel{\text { ET }}{2} \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \stackrel{0}{E} \\ & \underset{Z}{\pi} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{\stackrel{E}{5}} \\ & \underset{\sim}{\mathrm{~L}} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \underset{Z}{Z 5} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { © } \\ & \stackrel{⿸ 厂 ⿱ 二 ⿺ 卜 丿 口 ~}{2} \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \stackrel{0}{\stackrel{E}{E}} \\ & \frac{\pi}{\mathrm{~L}} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { E } \\ & \stackrel{E}{\text { IN }} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { O } \\ & \stackrel{\text { ET}}{\mathrm{Z}} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \stackrel{\text { In }}{2} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \underset{Z}{\pi} \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \stackrel{\otimes}{E} \\ & \stackrel{\pi}{Z} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \stackrel{\pi}{Z} \\ & \hline \end{aligned}$ | $\begin{aligned} & \sum_{E}^{0} \\ & \underset{Z}{5} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \stackrel{\text { KIL }}{ } \\ & \hline \end{aligned}$ |  | $\begin{array}{r} \text { © } \\ \text { Z } \\ \hline \end{array}$ | $\begin{aligned} & \stackrel{E}{E} \\ & \text { Z } \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{\otimes}{E} \\ & \underset{\sim}{\sim} \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \stackrel{0}{E} \\ & \text { Z } \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{\stackrel{0}{E}} \\ & \underline{\widetilde{Z}} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{E} \\ & \text { Zָ̃ } \\ & \hline \end{aligned}$ | \％ \％ ¢ \％ $\circ$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \％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\％ |  |
|  | 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 | 0\％ |
| 진 | Follow written instructions to draw a simple flowchart． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Insert symbols into a flowchart． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Add inputs into a flowchart． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Identify conventional symbols，understanding the process of each stage． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| $\left\lvert\, \begin{aligned} & \text { 出 } \\ & 0 \\ & \mathbf{\Sigma} \end{aligned}\right.$ | Create a program to control a simple sequence． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Modify symbols in a flowchart for effect． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Create flowcharts for multiple inputs and outputs． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Use decisions and subroutines． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Program inputs and outputs． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| el000 | Solve a given problem independently with a flowchart solution，organized into multiple subroutines． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | Create a program to control a sequence with variables． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |



|  |  | 㕩 | 先 | 先 | 先 | ${ }_{2}^{\text {先 }}$ |  | 㰮 | ${ }_{2}^{\text {E }}$ |  | 先 | ${ }_{2}$ | z | 先 | 先 |  | 先 | 先 | z | 左 | 㖘 | z | 唇 | ${ }_{\text {L }}^{\text {L }}$ | z |  | 年 | z | 磈 |  | z | 先 | ${ }_{2}^{\text {気 }}$ | z |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \％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 draw and interpret a flowchart with the correc symbols． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can follow a sequence of written instructions in a flowchart |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can draw a flowchat using the correct symbols． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can connect symbols in a sequence． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| 2 | I can create and edit a flowchart to control a simulated device． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can insert symbols in sequence to create a working flowchart |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can insert new symbols to modify flowhart |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can edit symbols to modify the effect． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can deletet symbols． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| 3 | I can control multiple outputs at the same time． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can identify the conventional sequence for a set of traffic lights． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can create a flowchart to program one set of traffic lights． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can edit a flowchart to control two sets of traffic lights at the same time． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| 4 | I can use a decision symbol based on the status of an input： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can connect a decision symbol in a flowchart． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can include the use of an input． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can program different outputs based on the status of an input． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can create a repeating loop． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| 5 | I can create a flowchart program containing a subroutine． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can create a subroutine separate to a main flowchart program． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can call a subroutine from the main flowchart program． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can call multiple subroutines within a program． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
| 6 | I can design，write and debug my own flowchart program for a given task． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | （ I an decompose a problem into smaller parts． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can use repestion to check multiple inputs． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |
|  | I can detect errors in a flowchart and correct them． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0\％ |

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## NC Aims Covered in the Controlling Devices: Flowol Unit

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

## I can...

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