

ICT

**KEY STAGE
3**

General support

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KS3 ICT assessment tasks

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Introduction

These materials provide general advice and guidance on the key stage 3 (KS3) ICT assessment tasks and include:

- an overview of all the support materials available
- description of the task structure, including marking
- details of the 11 ICT capabilities
- suggestions on how to use the progression grid to support assessment for learning
- guidance on increasing accessibility of the content of the tasks to help pupils with special educational needs
- suggestions on how to use the tasks in the classroom
- information on pupil and group reporting
- further links to formative assessment resources.

Background

Following advice from the Qualifications and Curriculum Authority (QCA) in November 2006, the Education Minister, Jim Knight, announced a change of policy for the KS3 ICT onscreen test at the BETT show on 9 January 2007. Ministers decided that the test would not become a statutory assessment instrument from 2008. Instead, the KS3 ICT assessment was to be refocused so that it can be used formatively to support teaching and learning, as well as to inform teachers' judgements. The assessment will no longer be statutory, but it is expected that schools will use the assessment materials to help pupils make progress through the key stage.

Purpose of the KS3 ICT assessment tasks

The new bank of assessment tasks contains a series of individual tasks in each of the four key ICT activity areas – data handling; modelling; presenting and handling information; and control. Teachers can use these tasks at their own discretion to provide evidence of pupils' progress and contribute to the identification of strengths and weaknesses for individuals and groups. Each task is automatically marked on completion and generates a formative pupil report. This report, together with the ICT progression grid, is designed to help the teacher identify and plan individual and group learning objectives.

The information generated from the tasks can be combined with evidence gathered during classroom teaching and any other established assessment materials to provide a holistic assessment picture of a pupil's ICT capability and progress.

Support materials

A range of teacher support materials is available to help schools install and run the software, and to use the tasks in lessons and scheme of work planning. All the support materials can be downloaded from www.naa.org.uk/ks3ict and include the following:

Task support

Each task is accompanied by supporting material specifically designed to help teachers select and plan. Task support includes:

- programme of study coverage
- level focus
- context within which the task is set, for example the school or the virtual world of Pepford
- pupil task instructions and questions
- assessment objectives as mapped to the progression grid
- explanation of how the task is marked
- teaching notes
- details of any suggested pupil preparation or familiarisation.

Progression grid and progression grid companion

The progression grid shows the ICT evidence a pupil could demonstrate between levels 3 and 8. Based upon the 11 ICT capabilities, this evidence is structured hierarchically and shows progression across the levels for each of the capabilities, it also shows progression across the levels for each strand under each of the capability headings.

The progression grid companion provides scope comments for each evidence statement in the progression grid. The companion booklet is intended to support teachers in making consistent assessment judgements.

Non-toolkit version of the tasks

To give a wide range of pupils access, a Microsoft version of the data handling and modelling tasks, without automatic marking, will be available from www.naa.org.uk/ks3ict.

The presenting and handling information, and control tasks, will also be available with details of the assets used to enable teachers to prepare their own tasks. The task support materials detailed above can also be used with these tasks.

Familiarisation

To help familiarise pupils with the tasks and activities, the following material will be made available:

- test package set (TPS) containing a range of questions and activities from across the four assessment task areas can be used to familiarise pupils with the software used in the tasks
- PDF file containing details of the familiarisation questions and activities, suggested approaches to using this material, and screen shots of all the applications
- copy of the toolkit help file that gives details of the help available for all the toolkit applications.

Training guides

These are designed to help schools install and run the KS3 ICT software and tasks.

- *KS3 ICT delivery software: Installation and technical guide.*
- *Managing and running KS3 ICT assessment tasks.*

Case studies

An area on the website will be available for case studies demonstrating how schools have used the tasks and progression grid to inform teaching and learning. If you are interested in contributing a case study, please contact ks3ict@naa.org.uk using 'case studies' as the subject.

Getting started

To use the assessment tasks, schools need to meet the minimum technical specification required to run the KS3 ICT delivery software successfully. The accreditation process begins with schools expressing an interest in taking part on the NAA website at www.naa.org.uk/ks3ict. Schools provide contact details and then carry out an audit of their network by answering a short questionnaire and running network audit software on their school server and all the workstations they plan to use for the tasks.

On successful completion of accreditation, schools are sent the KS3 ICT delivery software to install on their server and workstations. Once schools have installed the latest version of the software, the assessment tasks will be made available to them automatically as soon as each batch is released.

Prior to using a task the teacher may wish to familiarise pupils with the toolkit of applications. There are three options available:

- use the familiarisation TPS provided with the embedded tasks
- use the familiarisation TPS with a set of teacher-devised activities
- use an assessment task of a lower level for familiarisation, for example use a level 3–4 task with pupils of level 5 or higher.

The familiarisation TPS can be used as a whole-class teaching aid to teach pupils about particular aspects of the software and then for pupils to complete activities to reinforce the teaching points. For example, pupils could be taught about the email system and then be asked to practise sending emails and opening attachments. An End Session button allows teachers or pupils to exit at any point before the set 50 minutes has elapsed.

The familiarisation materials contain a mixture of questions and activities from the four assessment task areas:

Data handling

Question 1

Activity 1: Creating a graph

Activity 2: Sorting, querying and filtering

Modelling

Question 2

Activity 3: Completing a spreadsheet

Presenting and handling information

Activity 4: Completing a presentation

Activity 5: Using the web search and word processor

Control

Question 3

Activity 6: Amending a control flowchart

Activities will also incorporate sending emails and saving files in the file system. The familiarisation support materials available from www.naa.org.uk/ks3ict contain full details of all questions and activities.

The applications have been designed to be generic and brand-independent, giving pupils the opportunity to demonstrate their ability to apply ICT to solve problems, rather than their skill in using a particular supplier's applications. Detailed help on all the applications is available in the *KS3 ICT toolkit help* PDF available from www.naa.org.uk/ks3ict. Screen shots highlighting key features of the applications can also be found in the PDF file that supports the familiarisation TPS.

Assessing ICT capability

ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment.

The national curriculum programme of study details the knowledge, skills and understanding that pupils should be taught, and the level descriptions describe pupil ICT behaviour at various levels.

The ICT national curriculum programme of study uses the four aspects:

- finding things out
- developing ideas and making things happen
- exchanging and sharing information
- reviewing, modifying and evaluating work as it progresses.

Following consultation with teachers and other stakeholders the ICT abilities required to demonstrate ICT capability have been developed. These 11 ICT capabilities build upon and expand the four aspects of the programme of study.

The 11 ICT capabilities

A. Identifying problems and defining tasks

The ability to identify the nature of a problem, identify its key elements, and scope/plan the process for its resolution.

B. Searching and selecting information

The ability to identify information sources and collect and/or retrieve information.

C. Organising and structuring information

The ability to classify and arrange information for appropriate use.

D. Analysing and interpreting information

The ability to compare, analyse and synthesise information. This includes testing hypotheses.

E. Combining and refining information

The ability to develop ideas by combining, refining or re-purposing information.

F. Modelling

The ability to define or explore real and imaginary situations using models and simulations. This includes the investigation of assumptions, variables and rules, and the use of models to make predictions.

G. Controlling events and devices

The ability to structure information to control events. This also includes the ability to capture and store information about external events by digitally measuring and monitoring.

H. Exchanging information

The ability to use ICT tools to send and receive information. This includes the ability to process, transform and format information for transmission.

I. Presenting information

The ability to develop the form and style of a presentation to make it accessible for a particular audience and fit for purpose.

J. Reviewing, testing and evaluating

The ability to determine the degree to which a task has been completed or a problem has been solved. This includes the ability to amend work in the light of feedback or new information.

K. Assessing the impact of ICT

This includes the impact of ICT use on individuals, communities and society, the social, moral, economic and ethical implications of the use of ICT, and the legal framework to manage these.

The progression grid and progression grid companion

Wide consultations with teachers, advisers, the Office for Standards in Education (Ofsted), the Secondary National Strategy for ICT, Becta and the Qualifications and Curriculum Authority (QCA) have enabled the development of statements of ICT evidence at each national curriculum level. These evidence statements not only describe in detail pupil ICT behaviour at a particular level, but are also linked to the levels above and below, where appropriate, to describe progression. These statements can be found in the progression grid. An example is shown in Figure 1.

Figure 1: Example of evidence progression within the progression grid

E. Combining and refining information

Strand	Level code and evidence description					
Combine and refine	3E1	Amend or create a file that contains information.	4E1	Combine and refine information from several sources.	5E1	Refine information from several sources for a specific purpose, using a specific form and style.

The progression grid describes pupil activity for all the 11 capabilities progressively. Note that not all capabilities start at level 3 and finish at level 8.

The progression grid was originally developed to aid task development. However, teachers can also use the progression grid to help support judgements they might make with pupils during class-based activities. This approach could help ensure assessment procedures are transparent, with judgements supported with consistent evidence.

Class-based activities can be planned using the progression grid evidence statements. The evidence statements enable detailed pupil outcomes to be stated for a range of pupils meeting the objectives of a scheme of work. During these class-based activities, teacher observations and class work can be recorded as part of an ongoing assessment process.

To further assist the interpretation and understanding of each evidence statement and how it contributes to a particular national curriculum level, scope comments are provided in the *Progression grid companion* booklet. An example is shown in Figure 2.

Figure 2: Examples of progression grid companion explanations of evidence

Code	Evidence	Scope comments
4A2	Identify a general research question, which can be investigated using available data.	Pupils are able to identify which research questions could be answered from the available data, and/or which data sets are required. They may also identify which research questions could not be answered, as the required data sets are not available.
5A2	Refine a research question to be more precise.	For given data related to a general research topic, pupils develop more precise questions that could be investigated using the data.

The *Progression grid companion* booklet supports consistent application of the evidence statement in the task development and reporting process. This booklet can also support teachers using the progression grid as the basis for collecting classroom evidence of pupil progress.

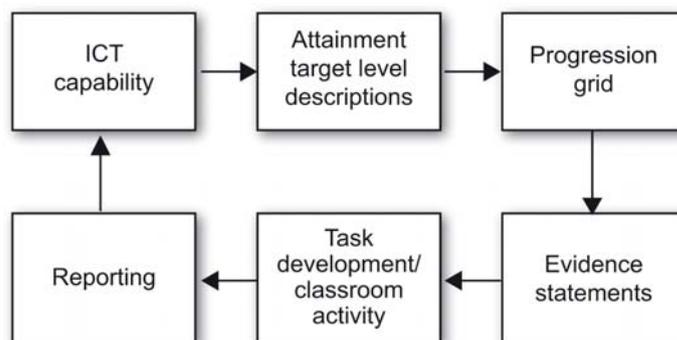
The progression grid is designed to identify the individual aspects of a pupil's ICT capability whilst involved in ICT problem-solving activities. It is not designed to support the teaching of individual evidence statements in isolation. This latter approach could be considered to be similar to teaching swimming by teaching the individual actions in isolation. It is the combination of actions that makes a swimmer. The same is true for ICT. It is the combination of evidences used to solve a problem that demonstrates ICT capability.

Progression in ICT

The national curriculum level descriptions describe progression between levels based on the four aspects of the programme of study. The development of 11 ICT capabilities enables a finer detail of progression to be described. These progression statements are based upon the national curriculum level descriptions.

ICT capability is described in the national curriculum level descriptions. The progression grid expands the level descriptions into evidence statements. The evidence statements are used to develop/mark the answer routes of tasks. The evidence shown by the pupil is reported based upon the evidence statements. The report describes the pupil's ICT capability. The process of capturing and reporting ICT capability is shown in Figure 3.

Figure 3: Process of capturing and reporting ICT capability



The assessment tasks

Purpose of the assessment tasks

The KS3 ICT assessment tasks are designed to provide information to help inform teaching and learning in ICT at key stage 3. The information provided will support the planning of the next stages of learning and also contribute to the identification of areas of strength and weakness for individuals and groups of pupils by the teacher.

It should be noted that these tasks are not designed to provide definitive pupil national curriculum levels, nor for ranking pupils, nor as the only means of identifying individual pupil strengths and weaknesses, nor as a means of teaching individual evidence statements. Instead, these materials should be considered as a contribution to assessment for learning and should be used as a part of this approach.

Who are the tasks for?

The tasks are designed for pupils who are following the key stage 3 programme of study and who are demonstrating ICT evidence at national curriculum levels 3–6. The use of the assessment tasks is very flexible and determined by the teacher. Depending upon how the tasks are supported and used, a teacher may wish to include a greater range of pupils than the level focus that the task indicates, for example the demonstration and use of a level 3–4 task with an interactive whiteboard for group discussions and questioning.

Organisation and structure

The bank of tasks will cover the programme of study for KS3 ICT. The tasks are categorised under four main activity areas:

- data handling
- modelling
- presenting and handling information
- control.

The task bank will be gradually developed with the staged release of each category.

For each category there will be three tasks covering the range of attainment from national curriculum levels 3–6. Each individual task has a two-level focus:

- levels 3–4
- levels 4–5
- levels 5–6.

Individual tasks consist of questions and activities. The questions are multiple-choice style, requiring the pupil to select an answer. Some activities will require the pupil to use a single file (web page, word processed document, and so on) with a single application, whilst higher level activities may require the use of more than one file and more than one application to solve a problem.

The task support materials contain full details of the questions and activities in each task.

All tasks are designed to fit comfortably within lesson time. The tasks will automatically time out after 50 minutes unless pupils have been allocated additional time, for example because they have special educational needs. On completion of a task, the pupil clicks the End Session button. This will complete the automated marking and produce an onscreen formative report that the pupil can print or save.

Marking

All the actions taken by a pupil in answering a task are captured and used to produce a pupil report.

Questions in the tasks are multiple choice and state marked. State marking looks at the answer chosen for each question at the end of the task session and either marks it correct and assigns the evidence or finds the wrong answer. Questions can therefore be revisited by pupils throughout the task and the answer changed as many times as the pupil requires.

Activities within tasks are dynamically marked. Dynamic marking gathers evidence as the pupil demonstrates it. This type of marking is ideal for gathering evidence of ICT process as it enables a range of correct routes (processes) at differing evidence levels to be marked. For example, a data-handling activity could require a pupil to use a database to identify how many artists play rock music. This could be answered in a number of different ways using a filter, sort, query, and so on. All of these processes would achieve the level 4 evidence 4D1 (see Figure 4).

KS3 ICT assessment tasks: General support

Figure 4: The range of possible valid processes that a pupil could use if asked to identify from a database how many artists play rock music.

Code	Generic pupil ICT activity	Credit will be given for:
3D1	Inspect a data set to find simple information.	Counting the number of rock music entries and entering the correct answer 1.
4D1	Interrogate data in order to extract information.	Sorting by 'Type_of_Music' and correctly counting and entering the number of rock CDs. Using a 'Type_of_Music' = Rock filter or query to correctly enter the number of rock CDs. Creating a graph of the 'Type_of_Music' field and entering the correct number of rock CDs.

Activities are marked against the process the pupil carries out, together with the final answer if required. An activity may require the pupil to carry out a number of different processes. All

processes are detailed in the task support materials and some processes may provide opportunities to show different levelled evidence (see Figure 5).

Figure 5: Example of a process providing different levelled evidence opportunities

Activity example: Add a new field 'Video' to the 'Mobile Phones' database

Code	Generic pupil ICT activity	Credit will be given for:
3E2	Use a link to move from one document to another.	Using the hyperlink to navigate to the 'Mobile Phone' Database.
3C3	Demonstrate an understanding of how information can be classified.	Adding a new field with any data type and name 'Vid***' Note this allows for any five letter word starting Vid.
4C3	Identify the fields necessary for a basic data structure, and use the major data types.	Adding a new field with list data type and name 'Vid***' List contains 'Yes' or 'No' or 'Plays videos'. Adding a new field with 'yes/no' data type and name 'Vid***' and checking 'Yes' box. Adding a new field with 'text' data type, name 'Vid**' and text 'Yes' or 'Plays videos'.

Dynamic marking collects evidence every time a pupil attempts to answer. For example, a pupil could attempt to answer, decide to move on to another question and return back to the activity, or a pupil could answer part of the activity but later remember a more efficient process to use and re-answer. The marking will collect all this evidence.

Details of all evidence used in the tasks, together with scope comments, are available in the progression grid companion booklet available from the NAA website at www.naa.org.uk/ks3ict.

data handling to inform appropriate lesson planning and objectives setting across the full range of learning goals. Alternatively, a task could be taken by pairs of pupils, with the first pupil talking through and seeking agreement on actions with the second pupil to allow peer dialogue to consolidate and develop pupils' understanding and knowledge of ICT. The tasks have been designed to allow teachers to use them in the most appropriate way for their pupils and to meet their pupils' particular learning needs.

The task support material gives details of expectations of pupil knowledge, understanding and skills for each task.

Using tasks in the classroom

Teachers can choose to use these tasks with pupils whenever they wish to gain independent assessment for learning information. Some teachers may choose to use the tasks at the beginning or midway through a teaching unit to inform the setting of learning objectives and pupil progress.

Tasks can be used in a variety of ways. For example, a complete mixed-ability class might take the data-handling tasks (some pupils taking the level 3–4 task whilst others take the level 4–5 and level 5–6 tasks) at the beginning of a module of work on

The task environment

The task environment is completely self-contained. It provides pupils with all the resources and tools they need to complete the questions and activities. During a task, pupils cannot stray outside the task environment. They cannot use other applications on their workstation or access the internet – they can only access resources provided by the task, including virtual websites.

Pupils can exit from the task environment at any point by clicking the End Session button.

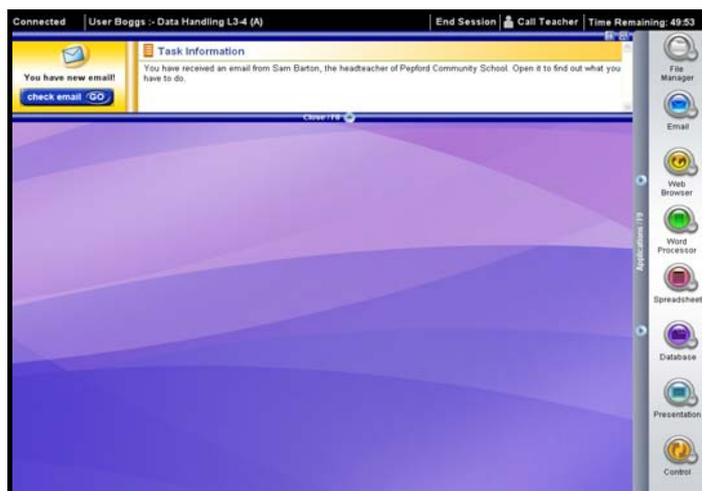
The virtual world

Some of the questions and activities in a task will be set in contexts located within the imaginary virtual town of Pepford. Pepford contains many organisations and facilities, including a school, leisure centre, housing estate, tourist information centre, hotels and restaurants. These organisations are used as contexts for the tasks. The tasks also use other contexts familiar to pupils.

The tasks include files, images and other information that pupils may need in order to complete the questions and activities. For example, a pupil carrying out an activity in the context of the tourist information centre might be asked to create a leaflet featuring sites of interest within Pepford. The pupil could expect to find a range of documents and picture resources that could be used to complete the leaflet. Note that all the organisations, websites and other resources used in the tasks are fictional.

The task toolkit

Figure 6: The ICT toolkit



In order to complete the tasks, pupils are provided with a bespoke ICT toolkit of applications (see Figure 6). The applications in the ICT toolkit provide the levels of functionality that would normally be used by pupils during key stage 3. The applications available for the tasks are: file manager, email, web browser, word processor, spreadsheet, database, presentation and control. The pupil can view, edit and create files in the virtual world. For example, the web browser can be used to view web pages that are set in the virtual world.

Supporting pupils with special educational needs

Pupils with special educational needs can continue to have the support they would normally receive in class. Any classroom assistance normally provided to a pupil should also be available when using a task. The administration of tasks is flexible and determined by the class teacher. For example, a teaching assistant might read the questions to a pupil or the teacher might intervene during the task to reinforce a learning objective. The purpose of the tasks is to provide information to help inform teaching and learning.

The following Windows Accessibility Options can be set to help pupils with special educational needs access the tasks:

- **Magnifier** – enables pupils to enlarge a small area of the screen (Windows 2000 OS only)
- **High contrast schemes** – this allows colour combinations that are easier for pupils to see to be selected.

An extensive range of shortcut keys is also available. Full details of these are available in the *KS3 ICT toolkit help* PDF available from www.naa.org.uk/ks3ict or from within the Help file in the tasks.

To increase access to the tasks a non-toolkit version will also be available for the data handling and modelling tasks based on Microsoft Office files. Note that this version of the tasks does not contain automatic marking. Schools currently using access software with Microsoft Office applications should also be able to use these with this version of the tasks. This version is available to download from www.naa.org.uk/ks3ict.

Additionally, the control task is also available with the complete control flowchart answer for the task. This enables a broad range of control applications to be used with the teacher preparing the task. The presenting and handling information task makes use of websites within the toolkit environment. These are not capable of being published outside this environment. However, screenshots with explanations of any functionality are provided to help schools develop their own task for a school intranet.

Task reports

Task reports are generated on task 'time out', or when the End Session button is selected. Two types of report are available: pupil and group reports. The pupil report is displayed onscreen immediately at the end of the task and has the option of being saved to an appropriate folder or printed. The group report is available on the admin point system (APS) and can be accessed by the teacher to gather data on pupils who have taken the same task.

Individual pupil reports are also available on the APS. However, it should be noted that if a pupil uses the same task more than once, then only the last report will be available from the APS and the group report will only use the most recent instance for aggregation purposes. If required, pupils and teachers could choose to save each task report so that they have copies of earlier task reports.

Pupil reports

Figure 7 is an example of a pupil report. Pupil reports do not give an overall national curriculum level. Instead, these reports provide some evidence of a pupil's ICT capability in the parts of the programme of study being covered in the task. For this reason, the tasks and the pupil reports are not suitable as the only means of deriving an ICT level for a pupil.

The assessment evidence generated via the pupil report upon completion of a task supports the focus of assessment for learning (AfL) activities. AfL activities are defined as: '... seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group (ARG) 2002, *Assessment for Learning: 10 Principles*, available on the [ARG website](#), see 'Useful links and references').

The report provides the basis for identifying where a pupil is in their learning and, when used with the progression grid, gives a holistic picture of a pupil's ICT capability. It is too simplistic to suggest the next stage for learning is necessarily the next progression evidence statement. Teachers will need to use their professional judgements to identify the next steps in pupils' learning and also to decide how much evidence is sufficient for a pupil to have demonstrated competency of a particular evidence statement.

Using the evidence from pupil reports

The pupil report can be used to infer the strengths and weaknesses of the pupil in responding to the task. Evidence that has been shown by the pupil is a part of the evidence that teachers can use to make judgements about their pupils' achievement. Evidence that has not been shown may indicate a pupil's weakness in this area and inform the development of future teaching and learning.

The pupil report is not intended to confirm judgements about a pupil's national curriculum level. It is part of the evidence that teachers can use, if appropriate, to support pupils' achievements and progression towards particular objectives.

By examining the evidence column, pupils can build a picture of their own strengths and weaknesses. Using this as a basis for peer discussion could give pupils the opportunity to express understanding of their achievements and to help each other understand how to improve. Teacher feedback on the pupil reports is critical and should give pupils guidance on how to improve and the opportunity and help required to work at the improvement. At a class level, the teacher will achieve this by the development of lesson planning and the refocusing of objectives as a result of feedback from the task reports.

Figure 7: Example of a pupil report

KS3 ICT assessment task report

Name Jim Bloggs Teaching group 8E
 Task Modelling L3-4 (A) Date 25/06/2007

Task objectives **1**

- Use a web search to find information.
- Answer questions by changing the values in a model.
- Use functions in a model to answer questions.
- Create a graph and use it to complete a report.

What you did in the task **2**

Searching and selecting information

ICT Activity	Evidence	Code	Shown
Use a basic search or simple navigation to find information	You used a single keyword in the search engine to find information about fruit prices.	3B1	Y
Use a refined search or more complex navigation to find information	You used more than one appropriate keyword to find information about fruit prices.	4B1	

Organising and structuring information **4**

ICT Activity	Evidence	Code	Shown
Save information for later use	You saved the Profit model.	3C1	
Save information appropriately	You saved the Profit model with a changed name.	4C1	

Reviewing, modifying and evaluating

ICT Activity	Evidence	Code	Shown
Develop a given model by adding or changing a simple formula	You entered a simple formula to find the total number of pears sold.	3F1	Y
Develop a straightforward model to solve a problem	You used the SUM function to find the total number of pears sold.	4F1	Y
Use a simple model to answer a given question	You found the profit from fruit sales by changing the number of pears sold.	3F2	
Use a simple model to answer a given question	You changed a value in the Profit model in order to answer a question.	3F2	
Use a model to predict an outcome or to identify the input values that produce a specified output	You used trial and improvement to find out how many pears need to be sold to make a profit of 3250.	4F2	
Use a model to predict an outcome or to identify the input values that produce a specified output	You found the profit from fruit sales by changing the number of pears sold and staff costs.	4F2	

Key

1. Task objectives give a general description of the focus of the task. Detailed task objectives are available in the task support materials.
2. This section gives full details of the ICT activity under each ICT capability heading, together with the specific evidence the pupil demonstrated in this task. Some tasks may contain ICT activities that can be evidenced in a number of different ways. All the possible evidences a pupil could show will be included in the report.
3. This code refers to the location of the evidence on the progression grid.
4. ICT capability heading.

Group reports

The group report is similar to the pupil report except that it shows the percentage of pupils from the selected group who showed evidence of each statement. An example is provided in Figure 8. If a pupil has taken a task more than once, the latest report will be used in the group report. Full details of how to access reports on the APS are available in the *Managing and running KS3 ICT assessment tasks* guide at www.naa.org.uk/ks3ict.

Figure 8: Example of a group report

KS3 ICT assessment task report

Number of pupils	3	Dates	23/06/2007 - 28/06/2007
Task	Modelling L3-4 (A)		
Teaching groups	8E Miss Excellent, 8F Mr Fantastic		

Task objectives

- Use a web search to find information.
- Answer questions by changing the values in a model.
- Use functions in a model to answer questions.
- Create a graph and use it to complete a report.

What your pupils did in the task

Searching and selecting information

ICT Activity	Evidence	Code	Shown
Use a basic search or simple navigation to find information	You used a single keyword in the search engine to find information about fruit prices.	3B1	100%
Use a refined search or more complex navigation to find information	You used more than one appropriate keyword to find information about fruit prices.	4B1	33%

Organising and structuring information

ICT Activity	Evidence	Code	Shown
Save information for later use	You saved the Profit model.	3C1	0%
Save information appropriately	You saved the Profit model with a changed name.	4C1	33%

Reviewing, modifying and evaluating

ICT Activity	Evidence	Code	Shown
Develop a given model by adding or changing a simple formula	You entered a simple formula to find the total number of pears sold.	3F1	67%
Develop a straightforward model to solve a problem	You used the SUM function to find the total number of pears sold.	4F1	100%
Use a simple model to answer a given question	You found the profit from fruit sales by changing the number of pears sold.	3F2	0%
Use a simple model to answer a given question	You changed a value in the Profit model in order to answer a question.	3F2	0%
Use a model to predict an outcome or to identify the input values that produce a specified output	You used trial and improvement to find out how many pears need to be sold to make a profit of 3250.	4F2	0%
Use a model to predict an outcome or to identify the input values that produce a specified output	You found the profit from fruit sales by changing the number of pears sold and staff costs.	4F2	33%

Using group reports

Group reports can be used by the teacher to quickly identify strengths and weaknesses of the group and inform the setting of learning objectives. This is particularly helpful at the beginning or midway through a unit of work. For example, the comparison of the percentage of shown evidence from a report at the beginning and midway through a unit of work will show the percentage change for each evidence. This can be helpful in informing

lesson planning and ensuring learning objectives are appropriate.

The group report can also be exported from the APS as a CSV format file. An example is provided in Figure 9. This type of group report contains all the individual evidences that the pupils within the group have shown or not shown. This provides the opportunity for further analysis using a spreadsheet application.

Figure 9: Example of an exported group report

	A	B	C	D	E	F	G	H	I	J	K	L
1	UPN	Forename	Surname	Date_of_B	Year_Grou	Teaching	3B1 - Use	4B1 - Use	3C1 - Save	4C1 - Save	3F1 - Deve	4F1 - t
2	T84161684	Jim	Bloggs	07/11/93	5	8E Miss E	1	0	0	0	1	0
3	T84161684	Clive	Spoons	07/11/93	5	8E Miss E	1	1	0	1	0	0
4	T84161684	Claire	Took	07/11/93	5	8F Mr Fan	1	0	0	0	1	0
5												
6												

Progression grid code and full evidence statement eg 3C1 – Save information for later use. 0 indicates evidence not shown and 1 the evidence that was shown.

Useful links and references

The following websites provide useful resources about formative assessment in the classroom and the research upon which these approaches are based.

The Association for Achievement and Improvement through Assessment (AAIA)

Assessment for learning is at the heart of effective learning and teaching. The links on this page take you to a range of materials and websites that are concerned in various ways with assessment as a collaborative process that encourages independent and motivated learners.

www.aaia.org.uk/assessment.htm

Assessment Reform Group (ARG)

Select the link to the Assessment and Learning Research Synthesis Group (ALRSG) to review research relating to the practice, processes and outcomes of assessment in schools.

www.ioe.ac.uk/tlrp/arg/index.html

Department for Children, Schools and Families (DCFS) *The Standards Site*

Teachers' and pupils' roles in formative assessment.

www.standards.dfes.gov.uk/research/themes/assessment_for_learning/MonSep151522482003

King's College London

Those interested in assessment should look at the summary of King's College research on the efficacy of formative versus summative assessment.

www.kcl.ac.uk/learningteaching/research

National Assessment Agency (NAA)

Website containing all the support materials and guides for the assessment tasks.

www.naa.org.uk/ks3ict

National Literacy Trust

Formative assessment / assessment for learning, key issues, resources and research. Use the assessment index link to go to current research on formative assessment.

www.literacytrust.org.uk/Database/assessment.html

Qualifications and Curriculum Authority (QCA)

Guidance to support teachers who wish to integrate the principles of formative assessment into their classroom practice.

www.qca.org.uk/qca_4356.aspx

Secondary National Strategy

Assessment for learning – whole-school and subject-specific training materials.

www.standards.dfes.gov.uk/secondary/keystage3/all/respub/afl_ws

Teachers TV

A range of programmes on assessment available to view onscreen.

www.teachers.tv/assessment

Further support

General enquiries

If you have any general queries about the KS3 ICT assessment tasks, please contact the KS3 ICT team.

Email: ks3ict@naa.org.uk

Support materials

If you have any general queries about the support materials for the KS3 ICT assessment tasks, please contact the KS3 ICT team.

Email: ks3ict@naa.org.uk

Accreditation and technical enquiries

If you have any queries about the accreditation process or technical questions about running the KS3 ICT assessment task software, please contact the Research Machines (RM) support teams.

Tel: 0845 121 3349 (Option 1 for Customer Services, Option 2 for Technical Support)

Email: ks3ict@rm.com



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About this publication

Who is it for?

Anyone overseeing the use of the KS3 ICT assessment tasks, for example: Headteachers, ICT subject leaders, ICT teachers, ICT coordinators, KS3 assessment coordinators.

What is it for?

General support materials provides information and guidance on the use of the KS3 ICT assessment tasks and associated support materials.

What does it cover?

- purpose of the KS3 ICT assessment tasks
- description of the support materials available
- getting started
- outline of the 11 ICT capabilities
- how to use the progression grid
- detailed description of the KS3 ICT assessment tasks
- useful links and references about formative assessment.

Related materials

KS3 ICT assessment tasks

Training guides

Progression grid

Progression grid companion

Task support materials

Non-toolkit version of the tasks

Pupil familiarisation materials

The above are all available from www.naa.org.uk/ks3ict

Information and contacts

If you have any general queries about the support materials for the KS3 ICT assessment tasks, please contact the KS3 ICT team:

Email: ks3ict@naa.org.uk

Website: www.naa.org.uk/ks3ict

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