

Evaluating Work Level 4 - 5

From level 4, pupils learn to:	To level 5, pupils learn to:
Select ICT tools which will support the development and accuracy of their work, and learn the benefits of checking, correcting and refining their work as it progresses.	Improve the quality of outcomes for specific audiences and purposes by using a range of ICT tools.
Typically, pupils can:	Typically, pupils can:
work carefully and check their work for accuracy and plausibility, e.g. use print preview to check that work fits on the page tackle ICT activities using different (but similar) software, and compare the tools used, assessing time taken and quality of result, e.g. choose appropriate tools to investigate data sets after using two or three software applications (e.g. spreadsheet, database) with the same data.	Question the value and accuracy of their work and use ICT tools to amend and improve it for different audiences and purposes, e.g. spell check, thesaurus use a range of software applications and hardware devices and make decisions for use based on functionality, e.g. search for and replace words to make their work suitable for a younger audience; develop the structure of a spreadsheet by merging cells to support clarity; check the format for transferability and the range of facilities.
	Typical activity
	Pupils create a news story about their school using text and images in a word processing application. Then they import the finished content into a desktop publishing application. They develop the layout in both applications so that it is appropriate for a newsletter and its intended audience, and compare the two.
Activities that will result in a step change	Compare the features that have been used in this task in the two applications and decide which is the more appropriate
Key questions (to help make a judgement about appropriateness and understanding)	Which application results in a final product that looks most like what you expected? What was the advantage of using a desktop publishing package? What sorts of tasks are most suited to each type of software that you have used?
Common misconceptions: pupils sometimes think...	Copying and pasting is the only method of moving content from one application to another you do not need to check your work because the proofing tools are all that are required.

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From level 4, pupils learn to:	To level 5, pupils learn to:
Agree and use simple criteria, and understand how to improve their work.	Make and use simple success criteria that ensure fitness for purpose.
Typically, pupils can:	Typically, pupils can:
Create simple criteria for a straightforward problem for a known audience use their criteria to evaluate the effectiveness of their own and others' publications; pupils are able to use this evaluation as a guide to further improvements, e.g. evaluation might begin: 'document is clearly titled, uses three colours as specified...'	Create and use simple criteria (based on requirements developed from a straightforward problem) that help pupils develop their work and evaluate the final outcome; pupils consider the whole project to ensure the fitness for purpose of each element.
	Typical activity
Activity	Pupils create a quiz using spreadsheet software and then amend this for use by younger children. They do this by changing colours, fonts and language.
Activities that will result in a step change	Pupils work in pairs to discuss and decide upon some features that they think should be in their finished quiz. They share these with a wider group and identify features related to fitness for purpose and audience (which are likely to require judgements and not just using check lists).
Key questions (to help make a judgement about appropriateness and understanding)	What is the intended audience? Does the quiz work? What features of your spreadsheet do we need to consider in helping evaluate it? Is this appropriate for the intended audience, and why? How could this be made more appropriate?
Common misconceptions: pupils sometimes think...	Evaluation is about the number of software features that have been used evaluation is only about the overall impression of a piece of work evaluation is only done by the teacher.

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From level 4, pupils learn to:	To level 5, pupils learn to:
Explain the reasons for choices they have made.	Justify the process they use in relation to the task for purpose.
Typically, pupils can:	Typically, pupils can:
Make, record, and explain key decisions as their work progresses, in order to meet their criteria.	Give reasons for the elements of their plan and explain how the plan contributes to the success of the whole project.
	Typical activity
Activity	Produce a report that combines text, images and media into a single final product.
Activities that will result in a step change	Develop a structured plan including time taken for each element and explain how they meet project outcomes.
Key questions (to help make a judgement about appropriateness and understanding)	What are the elements of your plan? Why is it important to do this first? Are all the included elements appropriate and fit for purpose? What did you do to improve the included elements before you put them into the final product?
Common misconceptions: pupils sometimes think...	there is no link between the quality of individual components and the quality of the whole final product.

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From level 4, pupils learn to:	To level 5, pupils learn to:
Act purposefully on feedback.	Gather and use feedback to inform future work.
Typically, pupils can:	Typically, pupils can:
Identify where their work has been guided by feedback from others and how this will improve their application of ICT in the future.	Identify where and how appropriate feedback is needed and use this feedback to make judgements about how well their work meets the specified criteria.
	Typical activity
Activity	Pupils create a series of web pages. They seek the opinion of others on the fitness for purpose of the web pages for the task and target audience.
Activities that will result in a step change	Pupils identify the areas of their work on which they require good quality feedback. They consider the best ways to gain useful comments e.g. through open questions. They can pull out common themes from the feedback they have received, and recognise the implications of this for future work.
Key questions (to help make a judgement about appropriateness and understanding)	What are the main things people said in their feedback? What are the things you changed as a result of feedback received? What did you not change? Why? What would you do differently next time?
Common misconceptions: pupils sometimes think...	They have to act on everything that everyone feeding back has said. Gathering user feedback has no real purpose in the development of their work. The only method of gathering valid feedback is through a written questionnaire.

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From level 4, pupils learn to:	To level 5, pupils learn to:
Understand when to use ICT to solve a problem.	Reflect on their previous work and learning in order to improve their work.
Typically, pupils can:	Typically, pupils can:
Compare the same activity undertaken with and without ICT and identify the differences and benefits.	Critically reflect on the ICT solution and on their learning; use their insights from reflection to support new ICT solutions and further learning.
	Typical activity
Activity	Pupils review data that they have collected and analysed using the data tools within a spreadsheet.
Activities that will result in a step change	Pupils identify and reflect on the advantages and disadvantages of using the data tools within a spreadsheet to analyse the data. They can identify the previous learning that they are now using to solve this problem.
Key questions (to help make a judgement about appropriateness and understanding)	How did you do this last time you analysed data? What have you done differently this time? Why? What are the advantages of using ICT to analyse the data? What did you need to know about data tools in spreadsheets before you started the task?
Common misconceptions: pupils sometimes think...	ICT is always the best solution to a problem different examples of the same type of application have no common features.