

<b>Programme of Study: New Key Stage 3 Computing Curriculum</b>				<b>Year 8 _Assessment Map</b>			
<b>Pupil Name:</b>		<b>Class:</b>		<b>Current Grade:</b>		<b>Target Grade:</b>	

Assessment Foci [Digital Literacy] / Assessment Criteria								
Year	Strand	Module Project	Assessment Evidence	Foundation [F] Grade(1)	Emerging [E] Grade (2-3)	Developing [D] Grade (4-5)	Secure [S] Grade (6-7)	Extending [X] Grade (8-9)
<b>Year 8 Computing</b>	<b>Digital Literacy</b>	<b>8.1: E-Safety</b>		DL-F6 Identify inappropriate content.	DL-E6 Recognise (with reasons) inappropriate content.	DL-D6 Recognise inappropriate content and identify ways to deal with it.	DL-S6 Recognise inappropriate content and explore ways to deal with it.	DL-X6 Recognise inappropriate content and discuss ways to deal with it.
				DL-F7 Identify inappropriate contact.	DL-E7 Recognise (with reasons) inappropriate contact.	DL-D7 Recognise inappropriate contact and identify ways to deal with it.	DL-S7 Recognise inappropriate contact and explore ways to deal with it.	DL-X7 Recognise inappropriate contact and discuss ways to deal with it.
				DL-F8 Identify inappropriate conduct.	DL-E8 Recognise (with reasons) inappropriate conduct.	DL-D8 Recognise inappropriate conduct and identify ways to deal with it.	DL-S8 Recognise inappropriate conduct and explore ways to deal with it.	DL-X8 Recognise inappropriate conduct and discuss ways to deal with it.
				DL-F9 Identify some methods of reporting concerns.	DL-E9 Know how to report concerns.	DL-D9 Identify a range of reporting mechanisms used to report concerns.	DL-S9 Explore a range of reporting mechanisms used to report concerns.	DL-X9 Discuss the impacts of using reporting mechanisms [for example: moral, social and emotional].

Progress compared to your target:	✓ or ✗	Teacher: Action / Target	Pupil: Action / Target	Progress compared to my target:	✓ or ✗
Below Target		Assessment Point Awarded for Unit 8.1: [    ]		Below Target	
On Target				On Target	
Above Target				Above Target	

Assessment Foci [Digital Literacy] / Assessment Criteria								
Year	Strand	Module Project	Assessment Evidence	Foundation [F] Grade(1)	Emerging [E] Grade (2-3)	Developing [D] Grade (4-5)	Secure [S] Grade (6-7)	Extending [X] Grade (8-9)
Year 8 Copputing	Computer Science	8.2: Computing Fundamentals Computing Crazy		CS-F8 Identify how computer system components communicate with one another using prompts.	CS-E8 Recognise communication between computer system components.	CS-D8 Explain how computer system components communicate with one another.	CS-S8 Describe how computer system components communicate with one another.	CS-X8 Discuss how computer system components communicate with one another.
				CS-F9 Identify how computer systems communicate with other systems using prompts.	CS-E9 Recognise the methods used by computer systems to communicate with other systems.	CS-D9 Explain how computer systems communicate with other systems.	CS-S9 Describe how computer systems communicate with other systems.	CS-X9 Discuss how computer systems communicate with other systems.
				CS-F10 Identify the order for a CPU process (Fetch, Decode, Execute and Writeback).	CS-E10 Identify how instructions are executed by computer systems providing reasons at various stages.	CS-D10 Explain how instructions are executed by computer systems.	CS-S10 Describe how instructions are executed by computer systems.	CS-X10 Discuss how instructions are executed by computer systems.
				CS-F11 Identify how instructions are stored by computer systems using prompts.	CS-E11 Recognise the process of storing instructions in a computer system.	CS-D11 Explain how instructions are stored by computer systems.	CS-S11 Describe and demonstrate how instructions are stored by computer systems.	CS-X11 Discuss how instructions are stored by computer systems.

Progress compared to your target:	✓ or ✗	Teacher: Action / Target	Pupil: Action / Target	Progress compared to my target:	✓ or ✗
Below Target		Assessment Point Awarded for Unit 8.2: [   ]		Below Target	
On Target				On Target	
Above Target				Above Target	

Assessment Foci [Digital Literacy] / Assessment Criteria								
Year	Strand	Module Project	Assessment Evidence	Foundation [F] Grade(1)	Emerging [E] Grade (2-3)	Developing [D] Grade (4-5)	Secure [S] Grade (6-7)	Extending [X] Grade (8-9)
Year 8 Computing	Computer Science	8.3: Data and Algorithms		<b>CS-F12</b> Show how text is represented in binary digits.	<b>CS-E12</b> Explain how text can be represented digitally in the form of binary digits.	<b>CS-D12</b> Explain how sound can be represented digitally in the form of binary digits.	<b>CS-S12</b> Describe and demonstrate how text can be manipulated digitally in the form of binary digits.	<b>CS-X12</b> Describe and demonstrate how sound can be manipulated digitally in the form of binary digits.
				<b>CS-F13</b> Show how an image is represented in binary digits.	<b>CS-E13</b> Explain how images can be represented digitally in the form of binary digits.	<b>CS-D13</b> Explain how images can be represented digitally in the form of binary digits.	<b>CS-S13</b> Understand how images can be manipulated digitally in the form of binary digits.	<b>CS-X13</b> Understand how sound can be manipulated digitally in the form of binary digits.

Progress compared to your target:	✓ or ✗	Teacher: Action / Target	Pupil: Action / Target	Progress compared to my target:	✓ or ✗
Below Target				Below Target	
On Target				On Target	
Above Target				Above Target	
Assessment Point Awarded for Unit 8.3: [     ]					

Assessment Foci [Digital Literacy] / Assessment Criteria									
Year	Strand	Module Project	Assessment Evidence	Foundation [F] Grade(1)	Emerging [E] Grade (2-3)	Developing [D] Grade (4-5)	Secure [S] Grade (6-7)	Extending [X] Grade (8-9)	
Year 8 Computing	Computer Science	8.4: Programming		<b>CS-F3</b> Solve a computational problem using basic programming instructions.	<b>CS-E3</b> Use a programming language to solve a computational problem.	<b>CS-D3</b> Use two programming languages (at least one must be textual) to solve computational problems.	<b>CS-S3</b> Design modular programs that use procedures or functions.	<b>CS-X3</b> Develop modular programs that use procedures or functions.	
				<b>CS-F4</b> Identify some data structures.	<b>CS-E4</b> Identify and explain a range of data structures.	<b>CS-D4</b> Make appropriate use of data structures [for example, lists, tables or arrays].	<b>CS-S4</b> Select and use appropriate data structures [for example, lists, tables or arrays].	<b>CS-X4</b> Provide justification for the use of appropriate data structures [for example, lists, tables or arrays].	

Progress compared to your target:	✓ or ✗	Teacher: Action / Target	Pupil: Action / Target	Progress compared to my target:	✓ or ✗
Below Target				Below Target	
On Target				On Target	
Above Target				Above Target	
Assessment Point Awarded for Unit 8.4: [     ]					

