Key Stage 3 Subject Assessment Grid			
	Subject: CS Year		
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for
	Secure	Secure	pathway 8 Secure
	The student can: Some useful information gathered	The student can: Lots of useful information gathered	The student can: Carry out individual research to enhance information.
		Use spellcheck and other tools to ensure there are no spelling or	
	Plan each slide in presentation Use some appropriate information to cover some areas of	grammar errors.	Use only appropriate information for presentation Use different media in a way which doesn't distract but
To be assessed as secure, students must achieve competence in all statements.	staying safe.	Use a range of media (including sound, video, animation)	enhances the presentation. Fully justify how to change the presentation for a different
	Use animation on slides Use hyperlinks	Use a theme to ensure consistency in presentation Use internal and external links appropriately	audience.
	Save work in appropriate structure (filenames, folders, drives)	Create a presentation fully appropriate for audience.	
	Create a presentation with some thought about audience.	create a presentation runy appropriate for addience.	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps
	Key Stage 3 Subje	ct Assessment Grid	
	Subject: CS Year: 7	Unit: Spreadsheet	
KS4 target direction	4	6	8 Achieving outcomes beyond secure competence statements for
Advanced	Achieving aspects of pathway 6 competence statements Secure	Achieving aspects of pathway 8 competence statements Secure	pathway 8 Secure
To be assessed as secure, students must achieve competence in all statements.	The student can:	The student can:	The student can:
	Identify columns, rows, cells, and cell references in spreadsheet software	Analyse data	Use conditional formatting in a spreadsheet
	Use formatting techniques in a spreadsheet	Use a spreadsheet to sort and filter data	Apply all of the spreadsheet skills covered in this unit
	Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /)	Use the functions AVERAGE, COUNTIF, and IF in a spreadsheet	
	Analyse data		
	Create appropriate charts in a spreadsheet Use the functions SUM, COUNTA, MAX, and MIN in a		
	spreadsheet		
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps
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	Subject: CS Year: 7	ct Assessment Grid Unit: Scratch programming	
KS4 target direction	4	6	8 Achieving outcomes beyond secure competence statements for
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	pathway 8
	Secure The student can:	Secure The student can:	Secure The student can:
	The student can:	The student can: Sequenced both subroutines and applied some debugging	The student can: Sequence both subroutines and applied debugging
	The student can: Partially sequence the two subroutines Apply count-controlled iteration with high level of guidance	The student can: Sequenced both subroutines and applied some debugging techniques Apply count-controlled iteration to reduce the lines of code	The student can: Sequence both subroutines and applied debugging techniques independently Independently apply count-controlled iteration to reduce
	The student can: Partially sequence the two subroutines Apply count-controlled iteration with high level of guidance and support	The student can: Sequenced both subroutines and applied some debugging techniques	The student can: Sequence both subroutines and applied debugging techniques independently
To be assessed as secure, students must achieve competence in all statements.	The student can: Partially sequence the two subroutines Apply count-controlled iteration with high level of guidance and support Was unable to apply the 'start' variable appropriately	The student can: Sequenced both subroutines and applied some debugging techniques Apply count-controlled iteration to reduce the lines of code in the countdown subroutine Use the 'start' variable is used appropriately	The student can: Sequence both subroutines and applied debugging techniques independently independently independently apply count-controlled iteration to reduce the lines of code in the countdown subroutine Requirements of the task fully met Subroutine includes the appropriate operator, selection,
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