

## Level Descriptors plus Guides

### Level 1

\* Pupils explore information from various sources, showing they know that information exists in different forms. \* They use ICT to work with text, images and sound to help them share their ideas. \* They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. \* They talk about their use of ICT.

### Level 2

Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

### Level 3

Pupils use ICT to save information and to find and \* use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. \* They make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems \* They describe their use of ICT and its use outside school.

### Level 4

Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They add to, amend and combine different forms of information from a variety of sources. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using e-mail. They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT-based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They compare their use of ICT with other methods and with its use outside school.

### Level 5

\* Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. \* They exchange information and ideas with others in a variety of ways, including using e-mail. They create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how ICT devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in an ICT-based model. They discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.

**Yellow shading** is **Finding Things Out** – this has several aspects, finding information from the Internet or CD ROMs, branching databases, databases and graphing programs.

**Green shading** is **Exchanging and Sharing Information**. Level 1 is best described as exploratory use. Higher levels may incorporate art work with graphics programs, Word Processing, Desk Top Publishing, E-mail, Web pages and PowerPoint.

**Making Things Happen** consists of two aspects: **Control shaded blue** and **Modelling shaded grey**. Control is the pupils teaching the computer to control something.

**Magenta shading** denotes the **Breadth of Study** aspect. This is understanding why pupils use ICT and making a choice to use ICT in preference to pen and paper. It also includes an understanding of the role of ICT in the wider world. Teacher's notes and observations about discussions are likely to be the most successful method of recording this strand.

L3 **Use** is the key word here – use the information that they have found for a specific purpose – finding it is level 2. Finding and using may be level 3.

L3 This is where spreadsheet modelling comes into the curriculum – modelling, trying things out and solving problems is characteristic of this aspect.

L4 Demands questioning and interpretation of the information obtained by using ICT tools.

L4 This is using Flowol to control the lighthouse or similar mimics. LogIT Explorer sensing the temperature around the school to find where to position a bench is the sort of exercise required by the "sensing physical data."

L5 **Rigorous use** is the key to this level. High skills, confidence, etc. used to best effect in each piece of work. Pupils able to justify why all choices have been made, explain why they have done all of the stages and create complex pieces of work often incorporating the use of several programs.

L5 Awareness of audience is vital here – no spelling or grammar mistakes, font, size and colour fit for purpose. Pupils need to try things out and discuss options with their audience.

L5 Pupils write procedures in Logo and then use those procedures to create further procedures e.g. using a square to make patterns or houses.

Yellow – Finding Things Out

Blue – Making Things Happen – Control

Magenta – Breadth of Study

Green – Exchanging and Sharing Information

Grey – Making Things Happen - Modelling

