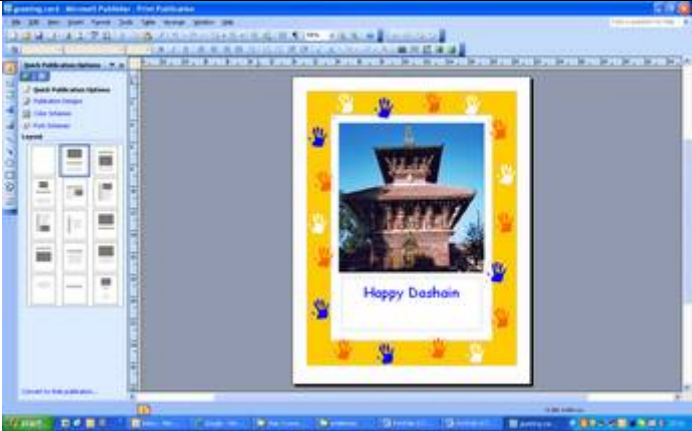
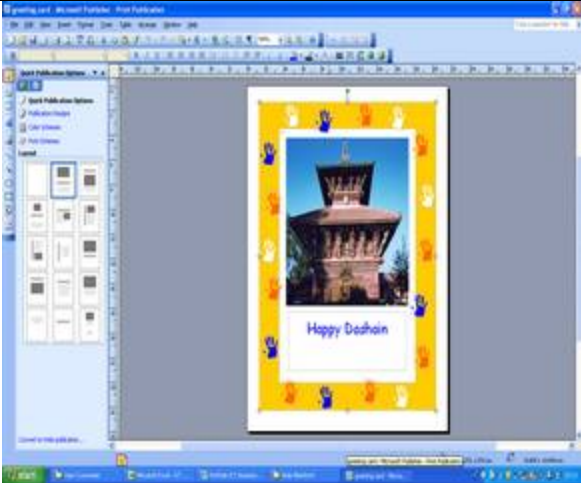

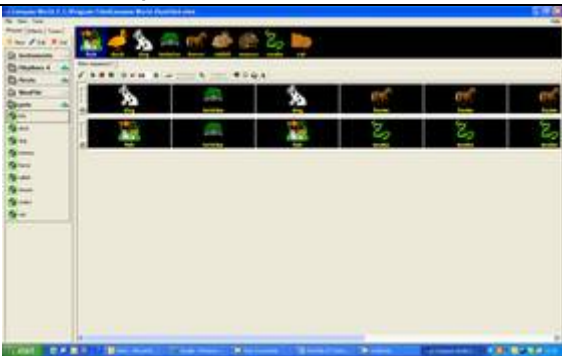




Portfolio of ICT Assessment Evidences

Year Group : Year 3

Unit name Text and Graphics (3A)		
3 levels	Combine graphics with text; use appropriate effects and re-size graphics	manipulate and combine text and graphics and use effects to communicate their own ideas
What did they do in the unit? In this unit pupils learn how to communicate messages by using a combination of graphics and text. They also learn the importance of saving their work. Pupils will apply what they have learnt in this unit when writing reports; producing multimedia presentations.		
Name : Pristina Gurung	Name: Emily Blackford	Name: Visaka Gurung
Below Expectation	Expected	Above Expectation
 <p>Support</p>		 <p>Own ideas linked to school council project</p>

Unit name 3B Creating Music with ICT		
3 levels use music software to create and develop sounds to produce a musical composition	use music software to combine sounds to create a composition	use music software to create a musical composition using a variety of musical elements which can be used in other software applications
What did they do in the unit? In this unit pupils will explore and develop musical ideas by using ICT and other methods. They will use simple music software, tape recorders and a keyboard to compose, collect and communicate their musical ideas. They will amend and modify their work to explore various musical and sound effects, and use ICT to create, organise and record sounds. Pupils will be able to apply what they have learnt in this unit in music.		
Name :	Name: Roshan Thapa	Name: Iona
Below Expectation	Expected	Above Expectation
 <p>ICT and language support needed. Still unsure of layers of sound/percussion/repetition. \\192.168.0.4\year folders\Y3\Y3 Amber\Pristina Gurung\evidences See audacity. Followed others in the group.</p>	 <p>\\192.168.0.4\year folders\Y3\Y3 Amber\Roshan Thapa see audacity Excellent evaluation skills</p>	 <p>\\192.168.0.4\year folders\Y3\Y3 Amber\Iona Cunningham\evidences See audacity. Lead the group.</p>

Unit name 3C Developing Databases

3 levels
 enter data into a database with a predetermined structure and find information from it by following specific instructions

enter data into a database with a predetermined structure and use it to answer questions and produce graphs

enter data into a database with a predetermined structure, use it to answer questions and produce graphs by turning questions into search criteria

What did they do in the unit? What did they do in the unit? In this unit pupils learn to collect and store information involving more than two variables. They will use a database to answer simple questions by sorting and finding the top or bottom and searching in a single field. They will be introduced to files, records and fields by exploring and comparing computer-based data and paper-based information. They will use a computer database, add to it, carry out simple searches and produce bar charts. Pupils will apply what they have learnt in this unit when using ICT to handle and present information in geography, science, design and technology, and history.

Name :

Name: Dipraj Jimée


Name:

Below Expectation

Expected

Above Expectation

Screen shot of work.



Answered questions and sort information.
 Beginning to produce graphs.

Unit name 3D Exploring Simulations		
3 levels use simulations	use simulations to make and test predictions	use and explore simulations and identify the rules on which they are based to test predictions
<p>What did they do in the unit? What did they do in the unit? Children use simulations to make and explore predictions and to identify patterns and relationships.</p> <p>Questions to think about when using a simulation program:</p> <ul style="list-style-type: none"> • Was the simulation program realistic? • Does the simulation represent a real life or fantasy situation? • How realistic is it? • Did the same things always happen - was there a pattern? • What are the variables, can you think of any others which might make the simulation more accurate? • Was there more than one solution to the problem? • What were the good points/bad points? • What did you find out? <p>Web based Simulations</p> <p>Children should be encouraged to keep accurate notes during their use of the simulation so that they can discover any patterns and make predictions. It has been found that the children who keep the best notes always progress through the levels successfully (not necessarily the higher achievers!)</p>		
Name : Sujan Rana	Name: Sabina Rana	Name: Joseph
Below Expectation	Expected	Above Expectation

Finds predictions hard but can use programs and with practise becomes more confident at finding his way round.



Can use confidently and now able to make a prediction and test.

Clear understanding of their use and value in different situations such as training. Clear questions. Predictions linked to experiential knowledge. Ability to link back to predictions after trial and reflect on value.

