

Working With Information

data types efficiency sort improve
search terms quality refine logical operators
information multiple sources
search combine evaluate eliminate errors
reliability citation/attribution

Technical Concepts

embed laptop m4v smartphone png
network of networks desktop jpg mobile Hz/GHz
complex systems file types
Internet vs WWW file conversion kB/MB/GB/TB mp3
technical vocabulary
packet switching xlsx
docx components

Technical Ability

programming troubleshooting movie editing
productivity apps teardown & rebuild
audio editing graphic design css html using documentation web browser
publishing online networking hand tools
operating system social networking
search visualisation use of hardware
CMS

Communication

discussion email genre
reflective writing audience etiquette
presentation technical writing multimedia
social networking purpose collaboration
subject specific misunderstanding
notification timing/delay digital portfolio

Students, Read Me!

1. This guide is designed to help you steer & assess your own learning.
2. **Strands** and **keywords** describe all course content.
3. Choose **strand** + **keyword** pairs which fit your work.
4. For each pair, describe how you have met each **level**, just like in the guidelines and examples.
5. Skip any **levels** which are not relevant or achieved.
6. **Levels** reflect the different ways to use, interact with and respond to knowledge and information.
7. **Highlight** keywords with the header colour of the highest **level** you have reached.

Controlling Machines

plan loop instructions Scratch
conditional algorithm execute JavaScript
sequential processing refine
subroutine Java programming software
robotics PHP exactitude test 3D printing

What? Strand + Keyword	Knowing Level 2	Doing Level 3	Understanding Level 4	Judging Level 5	Becoming Level 6	Creating Level 7
Content or idea studied	What knowledge did you gain? What have you remembered?	What things have you learned to do? What skills have you gained?	Have you really understood the knowledge? Could you teach it back to someone?	What about importance, strengths, limitations, implications, connections?	Has your attainment of Levels 2-5 changed your values and actions?	Has your attainment of Levels 2-6 allow you to create something new?
Intellectual Property Creative Commons	CC is a way to share your work with others, and to reuse the work of others.	I can add a CC license to my work, search for, use and attribute CC materials.	CC is a response to copyright, and allows sharing of culture and knowledge.	CC means I have less material to use in ICT than other subjects, but it is legal!	I choose to use CC only materials, and now value copyright and ownership.	I created some new digital artwork, which I have shared online using Flickr.

Guidelines

Examples

Getting Work Done

remote collaboration productivity
collaboration individual
decision making group
cooperation gumption
leadership

Critical Thinking

knowledge links creating
prediction Bloom's Taxonomy analysing
transdisciplinary evaluating
cause & effect implications

sustainability individual behaviour
CAM workplace personal safety
who we are interpersonal relationships
global ICT vs technology
CAD human development home
workplace manmade societal change
personal experience modern living

Humans & Technology

remix attribution Creative Commons
incentive image, video, text, music search GNU GPL patents freedom
knowledge plagiarism creativity copyright law

Intellectual Property

Creating Solutions

embed WordPress design
evaluation HTML implementation tools
creativity RSS problem solving
Scratch tool client programming language
Drupal genuine problem iterative
improvement CSS functioning solution

KS3 ICT & Media Self Assessment Guide

A simple way for students to assess their own development, whilst introspecting & tracking progress.



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