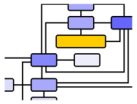
Yr 7.3 Assessment Grid- Data Flow Diagrams



	Skill		*Knowledge*	
	Practical Skill Range and quality of ICT & programming skills and techniques	**Analysing and evaluating** Identifying areas for improvement and identifying where issues have developed and ways to resolve this. Both in their own work and others.	**Theory** Talking about Computational thinking and making IT connections in the real world .	**Computational thinking Level** Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.
Exceptional GCSE 8-9 in Y11	Fluent In: ● Can consistently build complex data flow diagrams to solve scenarios ● Can make use of boolean criteria consistently to identify the flow of information (<>)	Fluent In: ● Identifying how data flow diagrams can be improved to ensure they are most efficient. ● Can consistently explain to others how the data flows around the system. ● Can consistently describe each symbol and its role in the data flow diagram.	Fluent In: ● Can define each shape consistently ● Can consistently explain how flowcharts link to programming and pseudocode ● Using the correct terminology consistently ● Linking the use of these and esafety considerations consistently	Fluent In: ● Understanding complex scenarios and converting them into data flow diagrams consistently ● Understanding how data flow diagrams link to pseudo code and therefore can introduce basic programming.
Higher GCSE 6-8 in Y11	Secure In: ● Can build standard data flow diagrams to solve scenarios confidently ● Can make use of boolean criteria confidently to identify the flow of information (<>)	Secure In: ● Can confidently improve data flow diagrams to improve efficiency. ● Can confidently explain to others how data flows around the system. ● They can identify each symbol and explain what each of them do	Secure In: ● Can define each shape with confidence ● Can explain how flowcharts link to programming and pseudocode but may need support. ● Using the correct terminology sometimes ● Linking the use of these and esafety considerations consistently	SecureIn: ● Understanding standard scenarios and converting them into data flow diagrams confidently ● Understanding how data flow diagrams link to pseudo code
Intermediate GCSE 4-6 in Y11	Growing In:	Growing In:	Growing In: ● Can define two symbols from data flow diagrams	Growing In:

	• Can build simple data flow diagrams to solve scenarios with guidance • Can make use of boolean criteria to identify the flow of information(<>) with guidance	• With prompts can make improvements to existing data flow diagrams • Explaining to others with prompts how data flows around the system • Can identify each symbol and may explain the role of at least 1	• They understand how data can flow around a system • Using the correct terminology occasionally • Linking the use of these and esafety considerations consistently	• Understanding simple scenarios and can convert them into data flow diagrams with guidance • Can define pseudocode but struggles to link it to data flow diagrams and programming.
Foundation GCSE 2-4 in Y11	Emerging In: • Can build basic data flow diagrams to solve basic scenarios with support • Can understand boolean criteria but struggles to apply them without support.	Emerging In: • With support can explain an existing data flow diagram • Can identify each symbol and may explain the role of at least 1	Emerging In: • Can define one symbol from data flow diagram • With support can understand how data flows around a system • Using the correct terminology rarely • Linking the use of these and esafety considerations rarely	Emerging In: • Understanding simple scenarios and can convert them into data flow diagrams with support

Outstanding	Making outstanding progress relative to their starting point **(almost meeting expectations for next starting point)**
Above	Making more than expected progress relative to their starting point **(consistently meeting all expectations)**
Expected	Making expected progress relative to their starting point **(mostly meeting expectations for this starting point)**
Working towards	Working towards expected progress for their starting point **(below assigned starting point expectations consistently)**