



InteraCT Series APP mapping

The Assessment Framework for ICT

The Framework for secondary ICT is for planning teaching and learning and the APP guidelines are for assessing pupils' progress.

Making the link between learning objectives and assessment criteria supports periodic assessment, which enables teachers and subject leaders to identify key substrands or specific groups of learning objectives *within the Framework* to shape planning and related future assessment. In this way curricular targets derived from APP can then inform planning from the Framework and learning in the classroom. The default level ranges between APP assessment criteria and learning objectives for Years 7, 8 and 9 are 4–6, 4–6 and 5–7 respectively.

Based on three assessment focuses (AFs) drawn from the National Curriculum Programme of Study, periodic assessment using the APP materials improves the quality and reliability of teachers' assessment. It has proved to be robust, manageable and effective in practice.

At regular intervals, teachers review pupils' work using APP guidelines to build a profile of their attainment. The information gained from the process allows teachers to:

- analyse by AF the relative strengths and weaknesses of each pupil (pupils at levels 3-8)
- assign each pupil an overall National Curriculum level for ICT
- use this information to set curricular targets to strengthen pupils' learning and inform their own future teaching by making links to the relevant objectives from the renewed Framework.

The grid on [page 2](#) maps the modules and units in the Hodder ICT InterACT series to the relevant AF and National Curriculum level.

If you would like to download the APP Teacher's Handbook follow the link below.
(<http://nationalstrategies.standards.dcsf.gov.uk/node/157533>).

Text taken from The National Strategy website: <http://nationalstrategies.standards.dcsf.gov.uk/>



Interact Series APP mapping

The Assessment Framework for ICT

NC level	AF1 Planning, developing and evaluating	AF2 Handling data, sequencing instructions and modelling	AF3 Finding, using and communicating information
Level 8	Interact 3: M1, M2, M3, M4, M5 (but not Task 3), M7 (but not Task 1), M8		
Level 7	Interact 3: M1, M2, M3, M4, M5 (but not Task 3), M7 (but not Task 1), M8	Interact 3: M2, M3, M5 (but not Task 3), M7 (but not Task 1), M8	Interact 3: M1, M4, M5 (but not Task 3), M7 (but not Task 1),
Level 6	Interact 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3 Interact 3: M1, M2, M3, M4, M5, M6, M7 (but not Task 1), M8	Interact 2: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3 Interact 3: M2, M3, M5, M8	Interact 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 4.3, 4.4, 7.1, 7.2, 7.3 Interact 3: M1, M4, M5, M6, M7 (but not Task 1)
Level 5	Interact 1: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3 Interact 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3 Interact 3: M1, M2, M3, M4, M5, M6, M7, M8	Interact 1: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5 Interact 2: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3 Interact 3: M2, M3, M5, M8	Interact 1: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.5, 4.6, 6.1, 6.2, 6.3 Interact 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3 Interact 3: M1, M4, M5, M6, M7
Level 4	Interact 1: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3 Interact 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3 Interact 3: M1, M2, M3, M4, M5, M6, M7, M8	Interact 1: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5 Interact 2: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3 Interact 3: M2, M3, M5, M8	Interact 1: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.5, 4.6, 6.1, 6.2, 6.3 Interact 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3 Interact 3: M1, M4, M5, M6, M7
Level 3	Interact 1: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2 Interact 2: 7.1, 7.2, 7.3 Interact 3: M1, M2, M3, M4, M5, M6, M7, M8	Interact 1: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5 Interact 2: 7.1, 7.2, 7.3 Interact 3: M2, M3, M5, M8	Interact 1: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 3.5, 3.7, 4.2, 4.3, 4.5, 4.6, 6.1, 6.1 Interact 2: 7.1, 7.2, 7.3 Interact 3: M1, M4, M5, M6, M7



Assessing pupils' progress in ICT at Key Stage 3

Assessment criteria: ICT

NC level	AF1 Planning, developing and evaluating	AF2 Handling data, sequencing instructions and modelling	AF3 Finding, using and communicating information
Level 8	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Design and implement integrated ICT based systems for others to use which: <ul style="list-style-type: none"> – meet the needs of the user – take account of ease of use – collect, process and prepare information for processing efficiently – automate dataflow through the system – include an appropriate interface between the system and the user – use appropriate ICT tools and techniques – integrate evaluation into the development process to inform subsequent refinements ● Explain the impacts of ICT on social, economic, ethical and moral issues 		
Level 7	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Design and plan an ICT-based system by: <ul style="list-style-type: none"> – scoping the information flow through the system – devising and applying success criteria to ensure a quality solution, refining work as it progresses – identifying the advantages and limitations of the system ● Identify the impact of ICT on people, communities and cultures 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Select appropriate tools and techniques to implement an ICT based system in which: <ul style="list-style-type: none"> – data flow is automated – sequences of instructions are developed, tested and refined – assumptions, variables and rules are identified 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Develop an appropriate user interface for an ICT based system which: <ul style="list-style-type: none"> – enables efficient data input – displays system outcomes that are fit for purpose and audience
Level 6	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Plan and develop solutions which show efficiency and integration of ICT tools and techniques ● Use criteria and feedback to improve the effectiveness and efficiency of solutions ● Explore the impacts of the use of ICT in work, leisure and home 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Devise a data handling solution to test hypotheses that uses techniques to reduce input errors ● Create efficient sequences of instructions including the use of subroutines ● Test predictions by varying rules in models and assess the validity of the conclusions 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Use complex lines of enquiry efficiently to interrogate information ● Explain choices when presenting information for different purposes and wider or remote audiences
Level 5	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Plan and develop structured solutions to problems which use a combination of ICT tools and techniques ● Use criteria to evaluate the quality of solutions, identifying improvements and refining their work ● Identify benefits and limitations of using ICT both inside and outside school 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Use logical and appropriate structures to organise and process data ● Create precise and accurate sequences of instructions ● Change variables within models and explain the impact 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Take account of accuracy and potential bias when searching for and selecting information ● Present information in a range of forms for specific purposes and familiar audiences ● Use ICT safely and responsibly
Level 4	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Plan and implement solutions that combine and refine different forms of information ● Evaluate the quality and success of their solutions ● Explain how and why the use of ICT varies in and out of school 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Organise and process data for a purpose ● Devise and refine sequences of instructions. ● Use models to explore relationships between inputs and outputs and explain how the models work 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Use appropriate search criteria to find relevant information, and check its plausibility and usefulness ● Present information in different forms suited to purpose ● Use ICT to communicate and collaborate, identifying some of the risks and acting to minimise them
Level 3	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Plan how they will use ICT to solve a problem ● Comment on success of their solution ● Refine and develop information using ICT tools and techniques to make changes ● Describe how they use ICT at school and how it is used outside school 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Collect, store and retrieve data ● Use a sequence of instructions to control events ● Use ICT-based models or simulations to answer questions 	Across a range of contexts pupils: <ul style="list-style-type: none"> ● Identify and select appropriate information using straightforward lines of enquiry ● Present information using text, images and other media ● Use digital communication to exchange ideas ● Identify ways they can keep themselves safe when using ICT