# Computing skills – student/teacher assessment

Student:

Date:

Teacher signature:

Date:

Operate effectively within the desktop environment.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Start up and shut down a computer safely |  |  |  |  |
| Manage, organise and arrange files and directories/folders |  |  |  |  |
| Copy, delete, move and rename files and directories/folders |  |  |  |  |
| Move and resize windows – maximise and minimise windows |  |  |  |  |
| Manipulate Windows |  |  |  |  |
| Use the operating system’s ‘Find’ feature to locate specific files |  |  |  |  |
| Identify ergonomic and WH&S principles related to computer use |  |  |  |  |

Perform basic operations within computer software packages.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Open and close a required software package |  |  |  |  |
| Create a new document |  |  |  |  |
| Work with an existing document template |  |  |  |  |
| Amend an existing document |  |  |  |  |
| Save a document in a specified location |  |  |  |  |
| Save a document in a specified format, other than the default format (Save As, Text Only) |  |  |  |  |
| Use an application‘s ‘Help’ facility |  |  |  |  |

Perform core tasks common to software applications.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Apply basic text formatting changes including fonts, sizes, colours and attributes such as bold, italic and underline |  |  |  |  |
| Cut, copy and paste information from one location to another |  |  |  |  |
| Print a selection/range of pages |  |  |  |  |
| Set print options such as paper size and orientation, and select a printer |  |  |  |  |
| Use editing/proofing tools such as Spell Checker, Thesaurus and Find/Replace |  |  |  |  |
| Insert a graphic image from a clipart collection |  |  |  |  |
| Insert a graphic image from an external file |  |  |  |  |
| Apply alignment properties to text |  |  |  |  |
| Use online assistance, such as ‘wizards’, or ‘assistant’ within applications |  |  |  |  |

Demonstrate basic word processing skills as they create, work with and modify text documents.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Insert headers and footers |  |  |  |  |
| Create section and page breaks |  |  |  |  |
| Create multiple columns of text |  |  |  |  |
| Use tabs and indents |  |  |  |  |
| Use bullets and numbering |  |  |  |  |
| Create tables and format cell size |  |  |  |  |
| Set line spacing |  |  |  |  |

Demonstrate basic spreadsheet skills as they create, work with and modify files.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Use cell addresses to locate cells |  |  |  |  |
| Insert and format text, numbers and formulae in cells |  |  |  |  |
| Select a range of cells |  |  |  |  |
| Use basic mathematical operations(+,\_,\*,/,^) to construct simple formulae |  |  |  |  |
| Construct formulae using absolute and relative cell references |  |  |  |  |
| Use basic functions (SUM, AVERAGE, MAX, MIN, COUNT) |  |  |  |  |
| Sort information according to desired criteria |  |  |  |  |
| Fill cell contents using commands (Fill Down, Fill Right) |  |  |  |  |
| Create appropriate charts based on spreadsheet data |  |  |  |  |
| Set a print area of a spreadsheet |  |  |  |  |

Demonstrate basic database skills to create, work with and modify files.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Identify basic database terminology (fields, records, files) |  |  |  |  |
| Use basic search techniques to find information in an existing database |  |  |  |  |
| Create a simple (flat file) database |  |  |  |  |
| Sort information according to desired criteria |  |  |  |  |
| Add and delete records to an existing database |  |  |  |  |
| Present data in form and list views |  |  |  |  |

Demonstrate basic multimedia skills to create, work with and modify multimedia-based files.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Identify the components of a multimedia presentation (including audio, hyperlink, video, graphics) |  |  |  |  |
| Design and plan a multimedia presentation, for example storyboarding |  |  |  |  |
| Incorporate screen design principles in multimedia files |  |  |  |  |
| Insert media elements in a digital form (photograph, sound, video, scanning and so on) |  |  |  |  |
| Create and present a linear multimedia presentation |  |  |  |  |

Demonstrate basic graphics skills to create, work with and modify images.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Choose an appropriate image, file format and size for a given purpose |  |  |  |  |
| Create, move, resize, reshape and crop objects |  |  |  |  |
| Change the layer order of multiple objects, for example move to back |  |  |  |  |
| Align and group multiple objects |  |  |  |  |
| Include and edit text |  |  |  |  |

Conduct research using information and communication technologies.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Access data stored on the hard drive or USB, private computer networks and the internet |  |  |  |  |
| Use a search engine to find desired information |  |  |  |  |
| Identify and comply with legal and ethical issues related to plagiarism, copyright and intellectual property |  |  |  |  |
| Download and save a file |  |  |  |  |
| Select an appropriate search engine when using the internet |  |  |  |  |

Demonstrate internet/intranet communication skills, including use of email.

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| Can | Highly developed | Developed | Working towards | Not yet achieved |
| Check, create, send and reply to email |  |  |  |  |
| Send an attachment with an email |  |  |  |  |
| Use accepted online ‘netiquette’ |  |  |  |  |
| Apply safe working practices relating to potential virus threats |  |  |  |  |

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