

Computer Applications Technology

Practical Assessment Task (PAT)

2009

Assessment Tools

This section consists of 5 pages

Phase 1

Task 1: Task definition and information finding strategies

Name of learner: _____

Task 1: Criteria				Possible Mark	Mark Obtained	
1	The learner describes the task/problem in his/her own words:				6	
	6	4	2	1		
	Clearly described and unambiguous – clearly states where the learner will go and what needs to be done	The description is clear but with minor shortcomings	The description is vague, leaving the reader unsure of what the purpose is	The description is so vague that no discernable purpose can be found Little evidence of understanding the task/problem		
2	The main question has been posed to help complete the task or solve the problem				2	
3	The learner created a set of questions (at least 20) to help answer the main question				2	
4	All the questions are relevant to the topic				2	
5	The questions are labeled according to level				1	
6	A variety of questions are formulated – 4 levels of questions included				10	
	Level 1: Can be answered explicitly by facts, e.g. questions starting with What? When? How many? Where? Who? Level 2: Help to examine, explore, query, e.g. questions starting with Why? How? Level 3: Help to adjust, alter or predict, e.g. questions starting with If? What if? Level 4: Help you to make a judgment, critique, review or find a larger meaning of some sort, e.g. questions starting with Would it be better if? What recommendations? How can I determine? What would be the best way?					
	10	7	3	1		
	Four levels of questions included	Three levels of questions included	Two levels of questions included	Only one level of questions included		
7	Questions are grouped/arranged according to headings/subheadings				2	
8	Sources of information are supplied for each question				5	
	5	3	1			
	For each question	For most questions	For less than 50% of the questions			
9	A variety of sources are indicated (Internet, other electronic, e.g. Encarta, e-mail to an expert, printed media, questionnaires/surveys, interviews, etc.)				5	
	5	3	1			
	More than two different types of sources	Two different types of sources	Only one type of source			
10	For each question it is indicated how the found information/data will assist in finding a solution to the problem				5	
	5	3	1			
	For each question	For most questions	For less than 50% of the questions			
11	The document was submitted free of typing, spelling and grammar errors				2	
Total for Task 1:				42		

Phase 2

Task 1: Access information and determine relevance

Task 2: Use information – Planning

Name of learner: _____

Task 1 & 2: Criteria			Possible Mark	Mark Obtained	
1	Evidence that relevant/appropriate data/information has been found, i.e. found information/data is likely to help to solve the problem			4	
	4	2	1		
	For all major categories (headings/subheadings)	For most categories (headings/subheadings)	For less than 50% of the categories (headings/subheadings)		
2	Evidence of sources is available, e.g. completed questionnaires, interviews, photocopies, screen dumps or saved copies of websites, etc. Give two marks each for the following up to a maximum of 6 marks:			6	
	Completed questionnaires/surveys or summary of questionnaires/surveys	Evidence of interviews conducted	Photocopies/clippings from printed media or scanned information from printed media		
	Printouts or screen dumps of e-mails Other: List	Copies or screen dumps of websites			
3	Data/information found is highlighted/marked/cross-referenced/annotated/linked to the questions asked or to groups of questions			4	
	4	2	1		
	For all major categories (headings/subheadings)	For most categories (headings/subheadings)	For less than 50% of the categories (headings/subheadings)		
4	Evidence that trustworthiness of different types of sources was checked			4	
	4	2	1		
	All types of sources	Most types	Less than 50% of types		
5	The document was submitted free of typing, spelling and grammar errors			2	

6	The planning document plans the report by section and paragraph	2	
7	The planning document includes a framework to indicate how information will be organised and used	2	
8	The framework outlines and indicates where the questions (grouped according to headings and subheadings) will be accommodated in the final report	2	
9	The framework is created in an appropriate format, e.g. diagram, mind map, word outline with headings and subheadings, etc.	2	
10	Integration between the packages is clearly indicated	2	
11	Integration between the packages is appropriate and meaningful/serves a purpose	2	
12	Planning document indicates how all 4 different application programs will be used	2	
13	The use of the word processor is appropriate in the context of the task/solving the problem	2	
14	The use of the spreadsheet is appropriate in the context of solving the problem	2	
15	The use of the database is appropriate in the context of solving the problem	2	
16	The use of the fourth package is appropriate in the context of solving the problem	2	
Total for Tasks 1 & 2:		42	

Phase 3

Task 1: Use information – Processing/analysing

Task 2: Use information – Final presentation/synthesis

Name of learner: _____

Task 1 & 2: Criteria			Possible Mark	Mark Obtained	
Spreadsheet					
1	The design of the spreadsheet allows for easy interpretation of the information			2	
2	Functions/formulae used are meaningful – answers questions, contributes to solution			4	
	4	2	1		
	Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem		
3	Integration of spreadsheet with other programs is meaningful/serves a purpose			2	
4	Graph(s) included are meaningful and serve a purpose			2	
5	Graph – headings, labels, legends and other formatting make it easy to interpret graph			2	
Database					
6	Table includes an appropriate number of meaningful records to answer questions and solve the problem			2	
7	Queries are meaningful, e.g. answer questions/contribute to the information need/support solution			4	
	4	2	1		
	Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem		
8	Reports are meaningful, i.e. answer questions/contribute to the information needed/support solution			4	
	4	2	1		
	Definitely answers questions and contributes to the solution	Answers questions but with some minor gaps	Shows little evidence of understanding the problem		
9	Calculations in report(s) meaningful – answers questions/supports solution			2	
10	Integration of database program with other programs is meaningful and serves a purpose, e.g. report exported to word processor			2	

Report

Introduction					
11	The introduction contains a problem statement (clearly states what the report is about)			2	
Flow of thought					
12	Information is organised according to headings/subheadings in previous tasks (related information is grouped together)			2	
13	The body contains relevant graphics/images to explain/support content			2	
Problem (Hypothesis) and conclusion					
14	The content relates to the original problem (hypothesis) – the questions posed in previous tasks			2	
15	No unnecessary duplication of data or information			2	
16	Findings and conclusions are clear and make sense			2	
17	Proposal/plan/conclusions/solutions/recommendations are supported by data			2	
18	The conclusion provides a solution to the problem posed (answers the main question)			2	

19	The learner created new knowledge/thoughtful ideas			4	
	4	2	1		
	Conveys new knowledge/original ideas which effectively addresses original problem or issue	Conveys some new knowledge/original ideas which addresses original problem or issue	Conveys knowledge/ideas of others with regard to the original problem or issue		
<i>Physical outlay and handling of sources</i>					
20	Existence of a title page			1	
21	Existence of table of contents			1	
22	Existence of references			2	
23	Sources cited correctly			2	
Word processing					
24	Table of contents is created automatically through word function			2	
25	Existence of automatic page numbering			2	
26	Styles are used consistently throughout the document (e.g. all subheadings have the same style)			2	
27	Quality of spelling and grammar checked			2	
28	Other advanced technique(s) used (at least 2 other – 2 marks each), e.g. automatic index, cross-referencing, bookmarks etc. List			4	
Fourth package – Criteria for presentations, web authoring, desktop publishing¹					
<i>Physical appearance</i>					
29	Existence of a title page/slide/front cover			1	
30	Existence of a table of contents or menu			1	
31	Introduction clearly states what the the audience can expect			2	
32	The body slides/pages are arranged logically according to the content/subheadings			2	
33	Action buttons/hot spots/hyperlinks used to link to other sections/slides/supporting documentation			2	
34	Logical navigation through action buttons, hot spots or hyperlinks – adds value			2	
35	The conclusion suggests a solution/conveys a message			2	
36	The summary/solutions solves the problem stated in the introduction			2	
37	Graphics/images explain/enhance content/motivate solution/recommendation			2	
38	Appropriate and tasteful use of colours of background and fonts (consistent use of colour, appearances and styles)			2	
39	Appearance suited to target group			2	
40	No spelling/grammar errors			2	
41	Uniform alignment and styles where needed to give professional appearance			2	
42	Quality of multimedia effects: sparingly, appropriately, tastefully and professionally used			2	
43	Quality of animation: tastefully used on text, images and graphs where it contributes to meaning			2	
44	Quality of transitions/timings with regard to animations: sparingly used, appropriate, tasteful and meaningful			2	
45	Slides/pages not too “busy”			2	
Total for Tasks 1 & 2				96	

¹ Suitable assessment criteria must be substituted if another package other than a web-authoring, presentations program or DTP package is used.