

ICT SKILLS

Assessment Booklet



**Guidance for Educators/ICTSOs
Year 2021 – 2022**

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1.0 Introduction

As part of the Nine Year Continuous Basic Education (NYCBE), ICT Skills was introduced as a compulsory, non-core subject as from Grade 5 in 2017. The assessment is carried out through continuous school - based assessment (SBA) over Grades 5 and 6. At the end of Grade 6, candidates will have their proficiency level in ICT Skills given in their Primary School Achievement Certificate (PSAC).

Schools must report on the progress of pupils at the end of each term through the school report as is the case in other subjects. However, they are not expected to give marks or grades but rather to give a qualitative appreciation of the progress of pupils in ICT Skills. The final proficiency level in the subject will be based on the overall attainment level obtained by the pupils on the different tasks carried out over Grades 5 and 6 and through continuous observation by the Educators/ICTSOs on pupils' progress.

This booklet should be considered, primarily, as a document that provides shared understanding among stakeholders (educators/ICTSOs, school leaders, moderators, primary school inspectors mainly) about how to conduct the school-based assessment in ICT Skills. It outlines the quality assurance procedures in the process of this assessment in schools to ensure that all pupils are treated fairly. It also includes the following:

- Instructions to Educators/ICTSOs
- Information about the Quality Assurance mechanism
- Exemplar tasks
- Assessment criteria
- A draft sample remark sheet
- A draft sample grading sheet.

2.0 Rationale

According to the Nine Year Continuous Basic Education (NYCBE) Policy document, “Our education system needs to develop a generation of young adults equipped with the right knowledge, skills, attitudes and values and with the following core competencies: critical thinking skills, adaptability and creativity, ability to work collaboratively, good communication skills and fluency in ICT.” In the 21st Century, all pupils should have the necessary ICT Skills to function in society. With the introduction of ICT Skills as from Grade 1, due importance is being given to this area.

The NYCBE policy document also calls for variety in the modes of assessment. It is expected that this will reduce the stress that assessment conducted solely through end of year tests could bring. In this context, and to encourage a hands-on approach in the teaching and learning of ICT, the SBA assessment in ICT Skills is conducted through practical activities. The aim of introducing SBA is primarily to monitor pupils’ learning to improve the teaching process thus providing continuous support to the pupils.

The assessment should be seen as an integral part of classroom activities. It is expected that there will be no break in the teaching to start the assessment but rather that activities being carried out during the normal teaching-learning process are used to make a judgement on the overall proficiency level of pupils. It is also expected that the progress of pupils is taken into consideration while grading the students.

3.0 Guidelines to ICT Educators/ICTSOs

The assessment is based on the National Curriculum Framework (MIE, 2015) and the Teaching and Learning Syllabus ICT Skills (MIE, 2017). The ICT Skills textbook is also a useful resource for the assessment. These documents can be

accessed on the MIE website at www.mie.ac.mu The assessment objectives are given in the Annual *Programme for PSAC 2019* (MES, 2018). Educators/ICTSOs are expected to be familiar with the above-mentioned documents for their teaching and for the assessment.

This document contains some guidelines and exemplar tasks covering the different assessment objectives. Educators/ICTSOs are expected to devise their own tasks or they can adapt the activities found in the textbook to the objectives of their assessment.

The following guidelines will help the Educators/ICTSOs in the preparation and in conducting the assessment in ICT Skills:

1. The assessment is school-based, which means that Educators/ICTSOs are responsible for planning the assessment, using the appropriate activities for the assessment and making the assessment judgements.
2. Educators/ICTSOs can use and adapt the assessment criteria provided for each exemplar task given in this document to make assessment judgements about the performance of their pupils.
3. The assessment can extend from the 1st term of Grade 5 to the 2nd term of Grade 6. It should cover at least 4 school terms, ideally, terms 2 and 3 in Grade 5 and terms 1 and 2 in Grade 6.
4. The Educators/ICTSOs are free to decide when to carry out an assessment (for example: after completion of one or part of a chapter etc...).
5. The assessment tasks can be based on the exemplar materials prepared by the MES. Educators/ICTSOs can also devise their own tasks or adapt the activities found in the textbook. The activities used in the classroom

will be used to evaluate the proficiency level of the pupils on particular assessment objectives.

6. It is advisable that the total number of assessment tasks over the two years does not exceed 10.
7. The assessment must be carried out during normal teaching hours.
8. Educators/ICTSOs are encouraged to carry out at least 1 assessment task per term.
9. The duration of an assessment tasks will depend on the skills being assessed but are expected to last not more than 15-20 minutes.
10. Resources to be used for assessment tasks should be prepared and preloaded by the Educator/ICTSO prior to the assessment.
11. Pupils will be assessed individually on a computer.
12. It is not necessary that all pupils in a classroom be assessed at the same time. Depending on the resources available, the class can be split into groups. The tasks used to assess particular assessment objectives can also vary.
13. A portfolio will be kept for each pupil. It will include the:
 - Pupil's work
 - Evaluation sheets
 - Remark sheet
14. Assessment tasks will be carried with the support of the Head Masters (HMs) and the Deputy Head Masters (DHMs). The Educator/ICTSO

should inform the HMs/DHMs prior to conducting an assessment task so the necessary support can be provided by the school leader/s.

15. The SBA in ICT Skills will be moderated by the Mauritius Examinations Syndicate.

16. The Educator/ICTSO should keep a logbook/record of the activities used for the school-based assessment.

4.0 Monitoring of the SBA in ICT Skills

School-based assessment relies on the judgement that Educators/ICTSOs are making about pupils' work. This process is consolidated by making sure that the judgments made are meeting certain set standards. Instead of making an evaluation of the process at the end only, a constant monitoring at school level will help improve the assessment exercise. This will improve its strength as a tool used by the Educator/ICTSO to give valuable feedback to the pupils and to take necessary remedial actions.

The monitoring exercise relies principally on the roles and responsibilities of the HMs and/or DHMs with the support of the primary school inspectorate. During the monitoring exercise at school level, the HMs and/or DHMs should ensure that:

1. all pupils are being assessed at regular intervals. At least one assessment is expected to be set in each term.
2. all pupils are given a fair chance to show what they have acquired as knowledge and competencies.
3. the conditions for the assessment to take place are present, that is:

- a. Pupils are assessed individually.
 - b. The equipment is in proper working conditions.
 - c. Pupils receive the necessary technical assistance in case of any problem.
 - d. The Educator/ICTSO is present in the classroom/ICT room during the assessment.
 - e. Pupils are given the necessary time to complete their task.
 - f. The Educator/ICTSO makes the necessary observations and recordings.
4. all the assessment objectives are covered through the different assessment tasks.
 5. the tasks are set according to the standards.
 6. the Educator/ICTSO grades the tasks of all the pupils.
 7. the portfolio for each pupil is kept and updated.
 8. the SBA is being used as a formative tool; necessary feedback is given to the pupils and the remedial actions are taken where necessary.

If all the pupils in a class are not taking the assessment at the same time, the HMs and DHMs should ensure that pupils who are not taking the assessment are under the necessary supervision.

5.0 Quality Assurance by the MES

The quality assurance mechanism will ensure that the assessment is conducted in the best conditions. While the monitoring exercise at school level will ensure that the tasks are carried out in the optimum conditions for the pupils and

according to the set standard, it will not take into consideration the standard of the assessment tasks and marking between schools. The quality assurance process will therefore ensure that the same standard is applied across schools and that the proficiency level given at the end of the assessment is reliable. The quality assurance exercise will take place at two levels:

5.1 Monitoring by Resource persons

Resource persons appointed by the MES will conduct monitoring visits in all schools. Their roles are mainly to ensure that:

1. the SBA in ICT Skills is being conducted
2. pupils are being assessed regularly
3. the assessment tasks meet the assessment objectives
4. Educators/ICTSOs are keeping the necessary records and backups
5. the Educators/ICTSOs are getting the support from their HMs
6. the necessary facilities are available to conduct the SBA
7. constructive feedback is provided to the educators/ICTSOs where necessary

The resource persons will report back to the MES. Wherever necessary, the MES will intervene to provide the necessary support so that the SBA is conducted in the optimum conditions.

5.2 The Moderation/Review Exercise

Once the final proficiency levels of pupils are submitted to the MES, a moderation exercise will be carried out. This moderation exercise aims at addressing any discrepancy during the grading of the tasks. The portfolio of pupils kept at schools should be readily available to the MES resource persons when required. In case of any issue, additional support, in terms of training, can be provided to schools.

Figure 1 outlines the quality assurance mechanism.

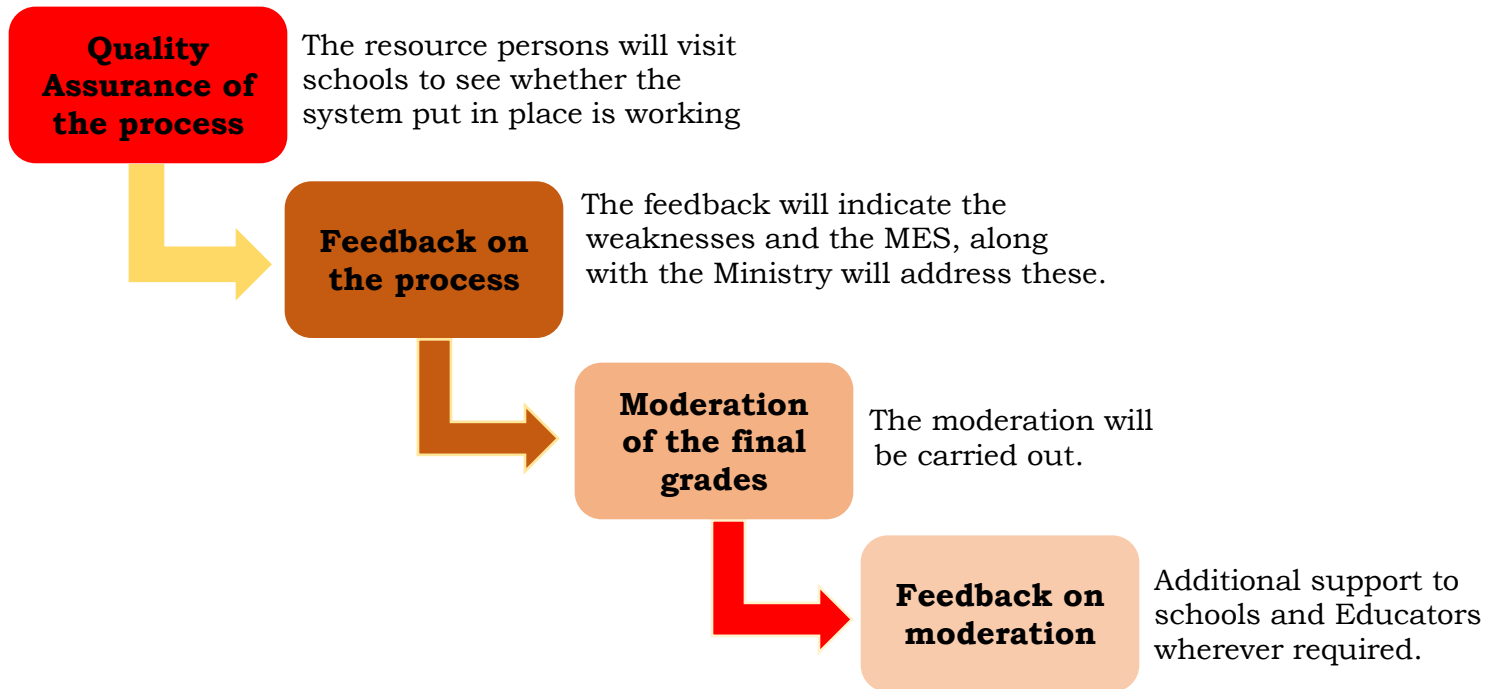


Figure 1: The Quality Assurance Mechanism

6.0 Exemplar tasks

Educators/ICTSOs are expected to carry out activities to be used as assessment as and when they feel the pupils are ready on particular learning objective/s. While Educators/ICTSOs are free to devise their own tasks, it is important that the standard is maintained in line with the learning and assessment objectives. Educators/ICTSOs can choose to assess one or more objectives in a particular task. The assessment should as far as possible be a normal activity in the classroom. It can be seen as an evaluation of the learning that has taken place at the end of a topic or an evaluation of the skills acquired after some time.

Some basic assessment criteria will be found in most of the tasks, for instance, opening software, working healthily and safely in a computer room, keyboarding or mouse skill. **The following are some exemplar tasks to guide the**

Educators/ICTSOs in the development of their own assessment tasks. These tasks are examples of how the learning outcomes can be assessed. The tasks can be adapted according to the operating system and the specifications of the computers available in the school. The Educators/ICTSOs can also devise their own activities to be used as assessment. The detailed assessment criteria are provided only as guidance to Educators/ICTSOs.

6.1 Exemplar Task 1



Learning Objectives:

- a) Work safely and healthily in a computer room environment
- b) Manipulate desktop elements
- c) Mouse skills
- d) Keyboarding
- e) Opening a software
- f) Saving a file

Task:

1. Sit properly and safely in front of your computer.
2. Switch on the computer.
3. Create a **folder** on the Desktop.
4. Name the folder “name of pupil”.
5. Open Microsoft Word.
6. Type the following text: “Computer”
7. Save the work with file name “Computer 1” in the folder you created above.
8. Close all open windows.
9. Safely switch off the computer.

Assessment criteria:

Name of Educator/ICTSO:		Sig:	
Name of pupil:		Index no:	
Assessment criteria:			
1	Sit properly and safely in front of your computer. Pupil sits as per recommended sitting Posture		
2	Switch on the computer.		
3	Create a folder on the Desktop. Holding mouse properly. Using the right mouse button to click. Clicking the “New” option on the menu.		
4	Name the folder “name of pupil”. Typing the name of the folder.		
5	Open Microsoft Word.		
6	Type the following text. Using of Spacebar. Using of Backspace key and Delete key. Using of Caps Lock key. Typing symbols using Shift key. Using of Enter key.		
7	Save the work with file name Computer 1 in the folder you created. Clicking on Save / Save As button. Selecting the correct folder. Typing the correct filename in the filename box. Clicking on the Save button. Clicking on office button		
8	Close all open windows.		
9	Safely switch off the computer. Clicking on Shut Down button.		

6.2 Exemplar Task 2

Learning Objectives:

- a) Page formatting
- b) Identifying the word window
- c) Keyboarding
- d) Image manipulation
- e) Concept of file and folders
- f) Enhancing a word-processed document
- g) Saving a file

Task:

Scenario

Your school will be organising its annual as Sports Day.

You have been asked to design a poster for this event using Microsoft Word.

1. Use portrait orientation to design the poster.
2. The title of the poster “Sports Day 2020” will be centered at the top of the page. Use Word Art for the title.
3. Insert the picture **sports.jpeg** from the folder **Sports Day** under the title.
4. Move the picture **sports.jpeg** so that it is found in the centre of the page.
5. Increase the size of the picture **sports.jpeg**
6. Insert the following text under the picture:



Date: **Friday 22nd May 2020**

Time: **10.00 a.m**

Venue: **Football Playground**

7. Insert a **page border** of your choice to your poster.
8. Save your poster using the file name **Sports Day Poster** in **My Documents**.

Assessment criteria:

Name of Educator/ICTSO:		Sig:	
Name of pupil:		Index no:	
Assessment criteria:			
1	Use portrait orientation to design the poster.		
2	The title of the poster “Sports Day 2020” will be centered at the top of the page. Use WordArt for the title.		
	Clicking on the Insert tab.		
	Clicking on WordArt icon.		
	Clicking on a Word Art of his choice.		
	Entering title using WordArt dialog box.		
	Moving the WordArt to the centre of the page		
3	Insert the picture sports.jpeg from the folder Sports Day under the title.		
	Clicking on Picture icon.		
	Locating and open Sports Day folder.		
	Inserting picture sports.jpeg		
4	Move the picture music.jpeg so that is found on the centre of the page.		
	Wrapping picture.		
	Moving picture to the centre of page.		
5	Increase the size the picture sports.jpeg		
	Resizing picture		
6	Insert text.		
	Inserting symbol using Shift Key		
	Using Superscript		
7	Insert a page border of your choice to your poster		
	Clicking on Page Layout tab		
	Clicking on Page Borders icon		
	Inserting a black box border		
	Inserting coloured/Art border		
8	Save your poster using the file name Sports Day Poster in My Documents.		
	Using correct file name.		
	Saving the document in My Documents.		

6.3 Exemplar Task 3

Learning Objectives:

- Opening a software
- Entering data
- Manipulating rows and columns
- Performing arithmetic operations in Excel
- Replicate formula
- Saving a file

Task:

- Open Microsoft Office Excel.
- Select a blank workbook.
- Enter the following without leaving any row and column blank:



	A	B	C	D	E
1	Monthly Rainfall				
2		January	February	March	Total
3	Vacoas	120	105	82	
4	Albion	45	49	53	

- Save your work in your folder using file name **Rainfall**.
- Merge** and **Center align** Cells **A1:E1**.
- Add a row after **row 4** to show the following:

Flacq	91	88	70
-------	----	----	----

7. Enter a formula in cell **E3** to calculate the total amount of rainfall for the region of Vacoas. (**Total = January + February + March**)
8. Copy the formula in cells **E4 and E5** to calculate the total amount of rainfall for the regions of Albion and Flacq.
9. Save your work in your folder.
10. Close Microsoft Office Excel.

Assessment criteria:

Name of Educator/ICTSO:		Sig:	
Name of pupil:		Index no:	
Assessment criteria:			
1	Open Microsoft Office Excel		
2	Select a blank workbook.		
3	Entering data correctly in the spreadsheet without leaving any row and column blank.		
	Entering Monthly Rainfall		
	Entering appropriate Month in the correct column		
	Entering appropriate data in row 3		
	Entering appropriate data in row 4		
4	Save the work folder using file name Rainfall.		
5	Merge and Center the title in cell A1 to E1.		
	Correctly selecting the range of cells. Clicking on the Merge and Center icon		
6	Add a row after row 4		
	Insert appropriate data		
7	Enter formula in cell E3		
	Select appropriate cells to calculate formula		
	Click on Autosum icon		
8	Copying formula to cells E4 and E5.		
	Correctly placing pointer to Fill cells.		
	Correctly filling cells with formula		
9	Save your work.		
10	Close Microsoft Excel.		

6.4 Exemplar Task 4

Learning Objectives

- a) Opening a software
- b) Identifying the different areas of a presentation software
- c) Keyboarding
- d) Mouse skills
- e) Creating a simple presentation with more than one slide
- f) Creating a presentation which includes animation, themes and slide transitions.
- g) Saving a file

Task

Scenario



You have been asked by your teacher to prepare a presentation on “The Seaside of Mauritius”.

Your presentation must include:

- a) Four slides
 - b) The title of the presentation and your name.
 - c) Pictures of seaside
 - d) Name of the seaside
-
1. Open Microsoft PowerPoint.
 2. On the first slide enter the title: **Seasides of Mauritius** and your name as subtitle.
 3. On the second slide insert the picture of Belle Mare found in the folder named **seasides** on the desktop.
 4. Type the name of the seaside as title.

5. On the third slide insert the picture of Blue Bay (same folder) and type the name of the seaside as title.
6. On the fourth slide insert the picture of Mon Choisy (same folder) and type the name of the seaside as title.
7. Apply a theme of your choice to your presentation.
8. Apply a transition to the slides.
9. Save the work with file name **“Seasides”** in **My Documents**.
10. Run the slide show of your presentation.
11. Close all open windows.

Assessment criteria:

Name of Educator/ICTSO:		Sig:	
Name of pupil:		Index no:	
Assessment criteria:			
1	Open Microsoft PowerPoint.		
2	On the first slide enter the title: Seasides of Mauritius and your name as subtitle.		
	Title correctly typed.		
	Subtitle correctly typed.		
3	On the second slide insert the picture of Belle Mare and type the name of the seaside as title.		
	Second slide inserted.		
	Correct picture inserted. Name of the seaside typed		
4	On the third slide insert the picture of Blue Bay and type the name of the seaside as title.		
	Third slide inserted.		
	Correct picture inserted. Name of the seaside typed		
5	On the fourth slide insert the picture of Mon Choisy and type the name of the seaside as title.		
	Fourth slide inserted.		
	Correct picture inserted. Name of the seaside typed		

6	Apply a theme of your choice to your presentation.		
	Theme applied correctly		
7	Apply transition to the slides		
	Clicking on Animation Tab.		
	Clicking on a Transition.		
	Clicking on Apply to All		
8	Save the work with file name “Seasides” in My Documents.		
	Clicking on Save / Save As button.		
	Selecting the correct folder.		
	Typing the correct filename in the filename box.		
	Clicking on the Save button.		
9	Run the slide show of your presentation.		
	Using any method to start slide show.		
	Using arrow keys to move from one slide to another.		
	Exit slide show.		
10	Close all open windows.		

6.5 Exemplar Task 5

This task is an example of an activity that can be carried out when there is internet connectivity. It is to be carried out only if this part of the teaching and learning syllabus has been covered and if connectivity is available.

Learning Objectives

- a) Identify and open a web browser
- b) Identify features of a software (web browser)
- c) Open and navigate a specific website using a web browser
- d) Navigate through a website using hyperlinks
- e) Purposefully search the internet for information
- f) Saving a file
- g) Mouse skills



Task

Scenario

You have been asked by your teacher to search for information on the internet.

1. Use Search Engine (**example** Google) to:
 - a) Search for a picture of a **Car**.
 - b) Search for information about four wheels vehicles.
2. Save the picture of the car in the subfolder **Images** found in the folder **Vehicles** on the desktop.
3. Save the information about four wheels vehicles in the subfolder **Information** found in the folder **Vehicles** on the desktop.
4. Close all open windows.

Assessment criteria:

Name of Educator/ICTSO:		Sig:	
Name of pupil:		Index no:	
Assessment criteria:			
1	Use Search Engine to Search for a picture of a car.		
2	Opening a web browser.		
	Typing google.com in the address bar.		
	Website correctly opened.		
	Typing car in the search box and click on search.		
	Using hyperlinks to move to a specific website.		
	Finding the appropriate picture.		
3	Save the picture of the car in the subfolder Images found in the folder Vehicles on the desktop.		
	Right Click on the picture and click on Save image as		
	Selecting the correct folder.		
	Typing the correct filename in the filename box.		
4	Clicking on the Save button.		
	Search for information about four wheels vehicles		

	Returning to homepage.		
	Correct use of search box to search for information on car.		
5	Save the information about four wheels vehicles in the subfolder Information found in the folder Vehicles on the desktop.		
	Right Click on the webpage and click on Save page as		
	Selecting the correct folder		
	Clicking on the Save button.		
6	Close all open windows.		

6.6 Exemplar Task 6

Learning Objectives

- a) Opening a software
- b) Keyboarding
- c) Enhance a word-processed document through the use of header/footer, subscript/superscript, bullets and numbering, line spacing and page formatting
- d) Can edit text
- e) Perform proof-reading through spelling and grammar check and thesaurus
- f) Saving a file
- g) Mouse skills

Task

Scenario

You have been asked by your teacher to prepare a list of hobbies using Microsoft Word.

1. Open Microsoft Word.
2. Type the following text:



The Wolf's Story

The boy shouted, "Wolf! Wolf!" The villagers came to help the boy and found nothing. "Don't cry when there's no wolf boy!", they said angrily and left.

After a while, he saw a real wolf and cried loudly, "WOLF! PLEASE HELP! The wolf is chasing the sheep. Help!"

3. Type your name on the right section of the Header.
4. Type your class on the left section of the Footer.
5. Change the page orientation to **landscape**.
6. Set the page margin to **wide**.
7. Change the line spacing of text to **2.0**.
8. Replace the word **sheep** by **deer** in the last sentence.
9. Do a Spelling & Grammar check.
10. Save your work with the file name "**Wolf**" in My Documents.
11. Close all open windows.

Assessment criteria:

Name of Educator/ICTSO:		Sig:	
Name of pupil:		Index no:	
Assessment criteria:			
1	Open Microsoft Word		
2	Type the following text:		
	Text typed completely		
3	Type your name in the Header.		
	Clicking on the Insert tab		
	Clicking on Header button		
	Clicking on Edit Header		
	Typing name		

4	Type your class in the Footer.		
	Correctly move to Footer section		
	Typing class name in Footer		
5	Change the page orientation to landscape.		
	Clicking on the Page Layout tab		
	Clicking on Orientation button		
	Correct orientation selected		
6	Set the page margin to wide.		
	Clicking on Margin button		
	Correct margin selected		
7	Change the line spacing to 2.0.		
	Selecting the list		
	Clicking on the Line Spacing button on the Ribbon		
	Clicking on 2.0 in the list which appear		
8	Erase the word <i>sheep</i> and replace by <i>deer</i> in the last sentence.		
	Correctly erases the word sheep		
	Typing the word deer		
9	Do a Spelling & Grammar check.		
	Clicking on the Review tab		
	Clicking on the Spelling & Grammar button on the Ribbon		
11	Save the work with file name “Wolf” in My Documents		
12	Close all open windows		

7.0 Final Award of Proficiency Level

The proficiency levels, **‘Basic’**, **‘Intermediate’** and **‘Proficient’** are used for the award of the final proficiency level in ICT Skills. The final proficiency level is based on the overall judgement made by the Educators/ICTSOs on the level reached by the pupil. Apart from the levels noted on the different tasks, it is expected that the pupil’s progress over the two years is also taken into consideration. For instance, if the pupil had difficulty in using ‘Microsoft Word’ at the beginning of the year but is much more at ease with the tool after some time, this should be reflected in the final level awarded. Educators/ICTSOs would thus be required to fill in a ‘remark sheet’ to justify the final level awarded to the pupil.

The following table gives a descriptor of each level.

7.1 Level Descriptors

Proficiency level	Descriptor The pupil can:
Proficient	<ul style="list-style-type: none"> • work across several applications simultaneously. • locate, move and delete files and folders. • enhance a word-processed document through the use of header/footer, subscript/superscript, bullets and numbering, line spacing and page formatting • perform proof-reading through spelling and grammar check and thesaurus • manipulate data in a Spreadsheet software. • perform arithmetic operations by using and replicating formula. • create presentations which include animation, themes and slide transitions. • purposefully search the Internet for information. • perform simple image manipulation. • observe all the safety rules when working on a computer and in a computer room.
Intermediate	<ul style="list-style-type: none"> • use a keyboard to select a text. • manipulate desktop elements. • create, name and rename files and folders. • edit text. • format text. • perform operations on worksheets and workbooks.

	<ul style="list-style-type: none"> • create a simple presentation with more than one slide. • open and navigate a specific website using a web browser. • save a file. • show awareness of the safety rules when using a computer room and a computer.
Basic	<ul style="list-style-type: none"> • make basic use of the mouse. • make a basic use of the keyboard. • identify the different areas of the desktop. • understand and differentiate between files and folders. • open a software. • identify the different areas of a software. • identify and open a web browser. • navigate through a website using hyperlinks. • show basic knowledge of the safety rules when in a computer room environment.


Educators/ICTSOs/can use the following for the award of the overall proficiency level attained:

- To be awarded a **Proficient** level, a pupil must achieve at least **3** of the assessment objectives at **Proficient level**, at least **4** of the assessment objectives at **Intermediate level** and at least **5** of the assessment objectives at **Basic level**.
- To be awarded an **Intermediate** level, a pupil must achieve at least **4** of the assessment objectives at **Intermediate level** and at least **5** of the assessment objectives at **Basic level**.
- **Otherwise** the pupil is awarded a **Basic** level grade.

7.2 Examples of Allocation of Proficiency Levels

Three scenarios are given to illustrate the award of the different proficiency levels. These scenarios are based exclusively on the judgements made by the Educators/ICTSOs during the assessment. It does not take into consideration the progress that the pupils might have undergone from the first task to the last task which can also influence the final proficiency level given.


Example 1: Achievement of **Proficient** level

Level of Proficiency	Assessment Skills	Pupils Achievement
		
Proficient	1. Work across several applications simultaneously.	
	2. Locate, move and delete files and folders.	✓
	3. Enhance a word-processed document through the use of header/footer, subscript/superscript, bullets and numbering, line spacing and page formatting	✓
	4. Perform proof-reading through spelling and grammar check and thesaurus	✓
	5. Manipulate and analyse data in a Spreadsheet software.	
	6. Perform arithmetic operations by using and replicating formula.	
	7. Create presentations which include animation, themes and slide transitions.	
	8. Purposefully search the Internet for information.	✓
	9. Image manipulation.	
	1. Using Keyboard to select a text.	✓

Intermediate	2. Manipulate desktop elements.	✓
	3. Create, name and rename files and folders.	✓
	4. Can edit text.	✓
	5. Can format text.	✓
	6. Perform operations on worksheets and workbooks.	
	7. Create a simple presentation with more than one slide.	
	8. Open and navigate a specific website using a web browser.	
	9. Saving a file.	✓
Basic	1. Mouse skills	✓
	2. Keyboarding.	✓
	3. Identify the different areas of the desktop.	✓
	4. Understand and differentiate between files and folders.	
	5. Opening a software.	✓
	6. Identify the different areas of a software.	✓
	7. Identify and open a web browser.	✓
	8. Navigate through a website using hyperlinks.	
	9. Work safely and healthily in a computer room environment.	✓

Level of Proficiency	Requirement	Achievement
Proficient	At least 3	4
Intermediate	At least 4	6
Basic	At least 5	7
PSAC ICT Skills Level: Proficient		


Example 2: Achievement of Intermediate level

Level of Proficiency	Assessment Skills	Pupils Achievement
		
Proficient	1. Work across several applications simultaneously.	
	2. Locate, move and delete files and folders.	✓
	3. Enhance a word-processed document through the use of header/footer, subscript/superscript, bullets and numbering, line spacing and page formatting	
	4. Perform proof-reading through spelling and grammar check and thesaurus	
	5. Manipulate and analyse data in a Spreadsheet software.	
	6. Perform arithmetic operations by using and replicating formula.	
	7. Create presentations which include animation, themes and slide transitions.	
	8. Purposefully search the Internet for information.	✓
	9. Image manipulation.	
Intermediate	1. Using Keyboard to select a text.	✓
	2. Manipulate desktop elements.	✓
	3. Create, name and rename files and folders.	
	4. Can edit text.	✓

	5. Can format text.	✓
	6. Perform operations on worksheets and workbooks.	
	7. Create a simple presentation with more than one slide.	
	8. Open and navigate a specific website using a web browser.	
	9. Saving a file.	✓
Basic	1. Mouse skills	✓
	2. Keyboarding.	✓
	3. Identify the different areas of the desktop.	
	4. Understand and differentiate between files and folders.	
	5. Opening a software.	✓
	6. Identify the different areas of a software.	
	7. Identify and open a web browser.	✓
	8. Navigate through a website using hyperlinks.	
	9. Work safely and healthily in a computer room environment.	✓

Level of Proficiency	Requirement	Achievement
Proficient	At least 3	2
Intermediate	At least 4	5
Basic	At least 5	5
<i>PSAC ICT Skills Level: Intermediate</i>		

Example 3: Achievement of **Basic** level

Level of Proficiency	Assessment Skills	Pupils Achievement
		
Proficient	1. Work across several applications simultaneously.	
	2. Locate, move and delete files and folders.	
	3. Enhance a word-processed document through the use of header/footer, subscript/superscript, bullets and numbering, line spacing and page formatting	
	4. Perform proof-reading through spelling and grammar check and thesaurus	
	5. Manipulate and analyse data in a Spreadsheet software.	
	6. Perform arithmetic operations by using and replicating formula.	
	7. Create presentations which include animation, themes and slide transitions.	
	8. Purposefully search the Internet for information.	
	9. Image manipulation.	
Intermediate	1. Using Keyboard to select a text.	✓
	2. Manipulate desktop elements.	
	3. Create, name and rename files and folders.	

	4. Can edit text.	✓
	5. Can format text.	✓
	6. Perform operations on worksheets and workbooks.	
	7. Create a simple presentation with more than one slide.	
	8. Open and navigate a specific website using a web browser.	
	9. Saving a file.	
Basic	1. Mouse skills	✓
	2. Keyboarding.	
	3. Identify the different areas of the desktop.	
	4. Understand and differentiate between files and folders.	
	5. Opening a software.	✓
	6. Identify the different areas of a software.	
	7. Identify and open a web browser.	✓
	8. Navigate through a website using hyperlinks.	
	9. Work safely and healthily in a computer room environment.	✓

Level of Proficiency	Requirement	Achievement
Proficient	At least 3	0
Intermediate	At least 4	3
Basic	At least 5	4
PSAC ICT Skills Level: Basic		

7.3 Example of a Draft Remark Sheet

Name of Pupil: Ruaan Index No: 301/4445/5
Name of ICT Support Educator/Support Officer: Bill Gates Sig: <i>Bill Gates</i>
Remarks: The pupil had some difficulties with understanding the different tools that can be used with Microsoft Word. However, with the different activities and the hands-on practice in class, by the end of Grade 6 he shows a lot more proficiency in manipulating the tool. Ruaan is good at PowerPoint but had more difficulty with the use of 'Microsoft Excel'.

7.4 Example of a Draft Record Sheet

Educators are expected to keep a record sheet detailing the activities they have carried out with their group of pupils. It should include the main assessment objectives, the group of pupils concerned with the assessment task and the date on which the task was carried out. The sheet should also include the signatures of the ICT Educator and that of the HM.

The following gives an example of a record sheet:

Example of a Draft Record Sheet



School Name	ABCD Government School
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Competency	Tasks Used	Group of pupils	Date of activity
enhance a word-processed document through the use of header/footer, subscript/superscript, bullets and numbering, line spacing and page formatting	Create a poster for the school's sports day	Sandy, Pravish, Anaelle, Mega, Koushal, Tanush, Sara, Ilyana,...	21.09.19
	Create an invitation card for a school event	Shalena, Manisha, Shenaz, Kavesh, Gabriel, Josh, Parvesh, Marie	28.09.19
perform arithmetic operations by using and replicating formula.	Spreadsheet to keep record of the expenses on pocket money		03.02.20
	Spreadsheet to keep record of the use of stationaries in a school		10.02.20
create presentations which include animation, themes and slide transitions.	Create a presentation on your favourite actors		20.05.20
	Create a presentation on the mountains of Mauritius		27.05.20

Educator's Signature:

Head Master's Signature:

8.0 Final Result Sheet

Schools will be requested to submit a final result sheet upon completion of the assessment. The result sheet will contain the proficiency level of each pupil in Grade 6 in the school. This result sheet must be authenticated by the HM and should also be signed by the ICT Support Educator. If more than one ICT Support Educator has been involved in the teaching, it should be indicated.

The final result sheet will be used by the MES for the input of the level reached by the pupils. It is therefore important that care is taken for the faithful transmission of the information. This result sheet will also be used during the moderation/review process.

The following gives a sample of a final result sheet:

Example of a Final Result Sheet

MAURITIUS EXAMINATIONS SYNDICATE

PSAC ASSESSMENT 2019

RESULT SHEET FOR GRADE 6 – COMMUNICATION SKILLS AND ICT SKILLS

School:

←----- COMPETENCY LEVEL ----->

← COMMUNICATION SKILLS →

	Index Number	Candidate Name	Gender	Optional Core	English	French	Optional Core	ICT Skills
1	1004/00000/00	XXXXX, YYYYYY	B	Hindi				
2	1004/00000/00	XXXXX, YYYYYY	B	Hindi				
3	1004/00000/00	XXXXX, YYYYYY	G	Urdu				
4	1004/00000/00	XXXXX, YYYYYY	B	KM				
5	1004/00000/00	XXXXX, YYYYYY	G	Tamil				

Total:	5
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Seal of School

I certify that the above competency levels have been verified and found correct.

Name of Head of School: _____ Signature: _____ Date: ___/___/___

