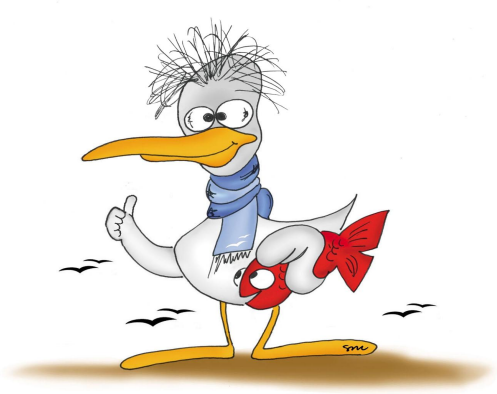
Assessors handbook - Bronze INGOT 1 assessment criteria

BACK TO CONTENTS **[1]**

My First INGOT (Entry Level 1) **General knowledge**	Using the keyboard	Using compu
I can name the parts of the computer	I look after the keyboard by making sure my hands are clean before using it	I can use the mouse t
I know that computers cost quite a lot of money and that we need to look after them	I can type the numbers from 1 to 10 using the number keypad	I have used three diff learn new things
I know that the three most important colours for the pictures on a computer screen are Red, Green and Blue	I can type my name and the days of the week	I can describe a progr and say what I did wi
I know information can be sent from one computer to another by cable and by wireless.	I can use the SHIFT key to get special characters such as % and @	I can draw shapes usi program
I know that passwords are to keep information safe and that I should treat them with respect.	I can use the delete key to correct mistakes	I can fill my shapes w
	I can type sentences and use the Shift key to put a capital letter at the start and the full stop key to get a full stop at the end.	I can move shapes wi make up a picture
	I can name the main keys on the keyboard	I can use "Zoom" to n bigger and smaller
	I can, with help, spell check my work and change badly spelled words for the correct word.	I can copy a shape an copying and pasting.
	I can count the number of keys on the keyboard.	I can put a few shape number of sides
	I can move the cursor to where I want it using the arrow keys and the mouse	I can put different sha their size
	I choose to sit in a good position to use the keyboard with good light	

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Assessor's guide to interpreting the criteria

General Information

- My First INGOT is a more friendly name for the qualification also referred to as Bronze 1 or Entry Level 1
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to help promote numeracy, literacy and social skills as well as ICT capability.
- My First INGOT is designed to promote a wider range of participation, for example, for people with special needs or specific learning difficulties or younger children.
- The specification for the Entry Level 1 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning.

Requirements

- Must be assessed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for My First INGOT entitles the candidate to the Award of the Entry Level 1 certificate in Open Systems and Office Applications. In general, the candidate should demonstrate that criteria of the type "I share my computer with other people" are sustained over time.
- We expect at least 10 hours of guided study to be under-taken before the certificate is awarded for those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.

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Optional general certificates

We have colour coded the criteria to give three optional general sub-certificates, blue, pink and green. This increases the number of rewards that the assessor can provide on the way to the full Entry Level 1 certificate and provides more flexibility and manageable stepping stones for candidates with special needs. How these are awarded is left to the Center, the certificates can be printed at any time on any paper and there is no additional charge for them.

Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria 0,1 or 2. A zero indicates no observed capability. A one indicates some capability but some help still required. A two indicates self-sufficient capability. Candidates are required to achieve a 2 on all the criteria to achieve the full award.

Expansion of the assessment criteria

General knowledge

I can name the parts of the computer

This just means naming the monitor, keyboard, mouse, processing and storage unit. Explain that processing means things like sorting and finding information or supporting programs for writing and drawing. The assessor should discuss these and produce labels with the words for the candidates to read. Use any opportunities to develop vocabulary, reading and writing skills if appropriate. Bring attention to safety such as arrangement of equipment for comfortable use.

I know that computers cost quite a lot of money and that we need to look after them

Encourage the candidates to be responsible and care for the things that they use. Someone has to pay for these things even if its not them and we should be even more careful with other people's goods than we are with our own. Also introduce ideas about passwords and security to look after information.

I know that the three most important colours for the pictures on a computer screen are Red, Green and Blue

Candidates should be able to name the primary colors. Note that the primary colors for mixing lights are not the same as the primary colours sometimes referred to by artists for mixing paints. All the colors on a computer screen (and indeed any TV type display) are created from red, green and blue light. Get candidates to write down and spell the words as well as recognize the colors. It might also be an opportunity for a first screening for color blindness.

I know information can be sent from one computer to another by cable and by wireless

Candidates should appreciate that to get information from one place to another there must be a transmission medium between the two places even if we can't see it. This can be reinforced with discussion and demonstration of TV and Radio broadcasts and sending text messages from one

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place to another. If they waft there hands in the air they can feel it but can't see it so that shows them that just because you can't see something it doesn't mean its not there.

I know that passwords are to keep information safe and that I should treat them with respect

candidates may not be in a position to use passwords on their own but they need to be aware of the use of passwords and why these are necessary and they should be beginning to understand privacy of others is to be respected.

Using the keyboard

I look after the keyboard by making sure my hands are clean before using it

This is an opportunity to reinforce basic social skills and personal hygiene as part of health and safety. Remind them to sit comfortably and check lighting is appropriate for usage.

I can type the numbers from 1 to 10 using the number keypad

Reinforce basic numeracy. Show candidates the operation of the Num Lock key. Explain that with practice it's easier to type numbers quickly using the numeric key pad than the number keys at the top of the keyboard. Use more extended tasks such as typing a date or simple sums to reinforce numeracy as well as the computer skills.

I can type my name and the days of the week

Reinforce basic literacy, spelling and keyboard awareness. Try and ensure candidates use the Shift key to get a capital letter for starting names. Keep them off the Caps lock! Get them to input their name eg into a log-on to a secure area so that the reason for typing their name is apparent.

I can use the SHIFT key to get special characters such as % and @

Progress to the use of the Shift key for the top characters on the keys with more than one character. Show them how to hold down the Shift key with one hand and press and release the required key with the other. Use this in conjunction with typing names, days of the week and other capitalized words

(Note that if the operation produces an unexpected character its probably because the software has been set to the wrong keyboard driver e.g. GB English one rather than a USA keyboard. This can be changed in the software settings.)

I can use the delete key to correct mistakes

Show them the difference between the back space delete key above the enter key and the key marked delete under the insert key. Show the effect of holding the key down with autorepeat. In some cases slowing down the delay between pressing the key and auto repeat might be helpful or increasing the delay between auto repeating. These can be adjusted in the software settings eg in

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the Accessibility Options. Show them how to position the cursor to delete just what needs deleting. Give them simple mis-spelt words to correct and similar assignments.

I can type sentences and use the Shift key to put a capital letter at the start and the full stop key to get a full stop at the end

Build on the work with names and days of the week to produce short simple sentences with capitals and full stops. Enable candidates to input and edit simple sets of information.

I can name the main keys on the keyboard

They should be able to name all the letter keys, Enter, Backspace/delete, Escape, Space, Shift, Caps Lock, Arrows, Tab key, and each of the number keys

I can, with help, spell check my work and change badly spelled words for the correct word

Get them into the habit of checking words and asking if they are not sure. Get them to begin to appreciate that the spelling checker is not always right and that they need to think about what it is telling them. Give them whatever help they need. As long as they are aware of spelling checkers and have used one with help its enough at this stage.

I can count the number of keys on the keyboard

This criterion is simply a reinforcement of numeracy. Encourage strategies such as grouping the keys and recording the count as they go along. Where possible get them to appreciate analysis of the task. What information do they need to make the task simpler? Are they sure they were accurate in their count? How could they check? If several people do the exercise and all get the same result we have more confidence that the result is correct.

I can move the cursor [2] to where I want it using the arrow keys and the mouse

Get candidates to hold the mouse correctly and practice moving the arrow with increasing precision.

Using computer programs

I can use the mouse to choose a program

Candidates should be able to select and run programs by double clicking on an icon on the desktop or choosing with a single click from a menu.

I have used three different programs to learn new things

This is just to ensure that the candidates have had some diversity of experience in using the computer for different tasks so any three applications will suffice.

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I can describe a program that I have used and say what I did with it

Use this as an opportunity to develop verbal communication skills. Try to get a focus on the main purpose of the program and what needs to be done to make it work. eg the program provides them with some information and they then describe the purpose of this action. This is a start in providing the basis to be discriminating in their use of ICT tools.

I can draw shapes using a drawing program

Best practice would be to use a vector program such as OpenOffice.org Draw or Inkscape and a bit map program such as Paint to show the difference between the two fundamental graphics categories but at this stage as long as they can draw some shapes and develop the use of the mouse it is all that is required.

I can fill my shapes with different colours

This could be related to the work on the primary colors to reinforce color names and reading the names of different colors. Also check for possible color blindness.

I can move shapes with the mouse to make up a picture

It's reasonable here to provide some shapes that the candidates drag together like a jigsaw to make a simple picture. If some can make their own shapes in the drawing program and prepare a "jigsaw" for others, so much the better.

I can use Zoom to make my shapes look bigger and smaller

Use software zoom facility from the menu and also show the keyboard shortcut.

I can copy a shape and make a pattern by copying and pasting

Build on the moving shapes and jig-saw idea to improve mouse control and perceptions of shape, space and colour.

I can put a few shapes into order of the number of sides

Further reinforce ideas of number, shape, space and motor skills in controlling the mouse. Inkscape available as a free download from www.inkscape.org is a good tool for producing polygons.

Working with others

I can ask for help when I need it

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Encourage candidates to ask each other and to get a reasonable balance between exploring and problem solving themselves and asking others for help. Relate to health and safety eg by asking for help in getting a good seating position or to adjust lighting.

I can help others when they need it

Encourage candidates to help others including the teacher by being co-operative as well as helping with specific tasks.

I am patient and wait my turn when the teacher is helping someone else

This criterion provides an added incentive for candidates to exercise self-control.

I share the computer with other people

Encourage candidates to work together co-operatively.

I can work quietly and not disturb other people

Provide an incentive for candidates to work quietly and calmly.

I am careful about the safety of others

Relate safety to behavior and attitudes above.

I can follow instructions from a number of sources

Provide instructions as text, sound files or by diagram/animation and achieve a reasonable response.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorizing certification, the Account Manager must be satisfied that the assessors judgements are sound.

BACK TO CONTENTS **[1]**

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