



Rewarding Learning

RUBRIC FOR ASSESSING MANAGING INFORMATION



Rubric for Assessing Managing Information

Based on the pointers for progression by the end of Key Stage 3 in **Thinking Skills and Personal Capabilities for Key Stage 3**

As pupils progress, they will begin to work on more challenging tasks appropriate to their age and stage. Pupils progress¹ from simply using the skills of accessing, locating and recording information to using those of evaluating, combining, synthesising and communicating with a sense of audience and purpose. As they progress, pupils should plan and work more independently with a greater sense of confidence and fluency.

These components of their work will be closely related to other areas of the curriculum. For example, when considering online searches, Managing Information shares many features with the Explore strand of Using ICT. As pupils refine their skills in online research, they also refine their skills in Managing Information. Online research can provide a context to bring attention to Managing Information. Similarly, once pupils have acquired information, they will repurpose it to use in their work. Very often that will result in outcomes that match the priorities for the cross-curricular skill of Communication.

¹NOTE: When referring to this rubric, please remember that many pupils are likely to progress in Thinking Skills and Personal Capabilities in a non-linear fashion. This means that for any of the statements, a pupil might perform well on one occasion, but not consistently when doing something similar in another context. For example, a pupil might confidently ask questions around a topic they feel comfortable with, but need prompting when a new area is the focus. The purpose of assessment here is diagnostic: by building a picture of a pupil's performance over time you will get a sense of where they are confident and where they still need support. By sharing rubrics with pupils and involving them in setting their own success criteria you can lead them to set their own priorities for learning, recognising where their strengths and weaknesses are and in which areas of their work.

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p>Identify challenging questions to ask and problems to solve (question, challenge, purpose, plan).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> ask focused questions. 	<p>Need help to identify an appropriate question to ask.</p>	<p>Can identify several questions to ask with some assistance or prompting.</p>	<p>Can identify questions to ask and problems to solve related to their activity.</p>	<p>Can independently identify appropriate questions to ask and problems to solve that help when investigating the topic or issue.</p>
<p>Evaluate the appropriateness of information and resources thus showing increased critical ability (access, evaluate, select).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> plan and set goals and break a task into sub-tasks; and select, classify, compare and evaluate information. 	<p>Need help processing and evaluating information.</p> <p>Can follow the stages that the teacher has identified within a task.</p>	<p>Begin to consider the usefulness of information and evaluate the quality of information.</p> <p>Can decide which parts of a task to do first, and what they want to achieve.</p>	<p>Can evaluate information, comparing alternative sources or opinions and judge their relevance and value.</p> <p>Make a plan for working through a task, and state what will count as success.</p>	<p>Can analyse and evaluate information, judging its relevance and value. Seeks objectivity or confirmation by relating new information to what is already established or understood.</p> <p>Divide a task into components, anticipating what needs to be done at each stage in order to realise their intentions.</p>
<p>Select, combine and synthesise information and/or methods to meet the needs of the situation (select, combine, evaluate).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> use their own and others' ideas to locate sources of information; and select the most appropriate method for a task. 	<p>When prompted, can identify possible sources of information to use.</p> <p>Can use a process given by the teacher to complete the task.</p>	<p>Recognise the merits of various sources of information and consider their findings accordingly.</p> <p>Can recall from previous experiences what they need to do to complete the task.</p>	<p>Combine the results of their investigations to draw conclusions, commenting on the usefulness and implications of their sources.</p> <p>Can select an approach from several alternatives that they can use when completing a task.</p>	<p>Draw up a plan for an investigation, identifying their sources of information, and judge the results for reliability and consistency.</p> <p>Can identify and adapt the most promising method to use when completing a task.</p>

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Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p>Are able to use and adapt a range of methods for collating and recording Information (record, adapt).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> use a range of methods for collating, recording and representing information. 	Can plan and carry out research with support.	Can plan and carry out research, recording the results in an appropriate way.	Can plan and carry out research, using an appropriate way to proceed. Can select a method to document and display the results.	Can plan and carry out research, considering the relative merits of particular approaches to apply, keeping track of time and resources. Collect information using a range of means and assemble the results to reveal findings.
<p>Communicate confidently with a sense of audience and purpose and in a range of situations (communicate).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> communicate with a sense of audience and purpose. 	With some prompting, can assemble an account based on the information they are considering.	Can make use of the information under consideration when communicating with an audience for a specific purpose.	Can incorporate relevant selections from the information under consideration into their work, adapting their account to suit specified audiences or purposes.	Can take account of the specific requirements of an intended audience and purpose when interpreting and adapting the information under consideration for use in a range of circumstances.