



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

**2008**

## **Internal Assessment Resource**

Subject Reference: **Information Management 1.2**

Internal assessment resource reference number:  
**IM/1/2\_B6**

### **Just Do It**

Supports internal assessment for:

Achievement Standard: 90031 v2  
Use standard operating and file management procedures

Credits: 2

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**Ministry of Education  
quality assurance status** For use in internal assessment  
from 2008

### **Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

### **Context/Setting:**

The context/setting of this assessment is flexible: students could be provided with a short, simple passage to key-in/retrieve as a vehicle with which to demonstrate their use of standard operating and file management procedures. Students could also be assessed using 'work in progress' as long as they have been pre-warned that this would be a specified assessment occasion.

### **Conditions:**

This assessment is by teacher observation within the classroom. It is suggested that students are given plenty of opportunity to practise the standard operating and file management procedures before any observation for assessment purposes takes place. Students should be reminded frequently to check their folder arrangement and the placement of files during the course of the year.

### **Resource requirements:**

If teachers choose to provide specific text to be used as a vehicle to assess students, then the provided text should be simple to key-in - one or two short paragraphs at the most - and relevant to the group of students being assessed.

### **Additional information:**

Students should be informed when they are going to be observed, and advised that they may be asked questions by the teacher to clarify their understanding. Teachers will need to provide clear, verbal instructions to a student (*see Appendix One*). Students should also be informed that any appropriate method of carrying out the operation will be accepted (e.g. use of quick keys (shortcut keys) or buttons on the toolbars or using drop-down menus etc).

It may be more appropriate for a teacher to assess a small number of students on a specified day, rather than try to assess a whole class in one session. It is expected that no more than 10-15 minutes will need to be spent with each student on each occasion.

When assessing for "competence" (Merit) and "competence and efficiency" (Excellence), it is expected that teachers will ask students to demonstrate their folder structure and to open randomly chosen files to assess the appropriateness of filenames. It may be appropriate to ask students to explain why a specific filename/folder name was used.

Instructions should be given clearly to students. If a student does not understand what they are being asked to do, the teacher should rephrase the instruction. Possible instructions for each assessed procedure are given in Appendix One.

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**Student Instructions Sheet**

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Your teacher will tell you when this assessment is to take place and will observe you as you carry out the following procedures (**teacher to insert details regarding timings**):

- start-up the computer
- identify a file
- retrieve a file
- save a file
- rename a file
- preview a file
- print a file
- create a folder
- move a file
- delete a file
- shutdown the computer

*(You are expected to carry out all procedures independently with no help from your teacher. For higher grades you are expected to demonstrate confident and efficient completion of procedures.)*

- and you will also be asked to show your teacher your folders and the files within them.

*(Your teacher will be looking for a series of appropriately named folders which contain files which relate to the folder name. They will also be looking at the names you have given files to see if they relate to the content of the files).*

During the observation you will be given clear instructions (see Appendix One) by your teacher as they observe you, and you may also be asked questions (see Appendix One) about your folders and use of filenames.

You may use any appropriate method of carrying out the standard operating and file management procedures e.g. using quick keys (shortcut keys), using buttons on the toolbar or using the mouse to select from the drop-down menus.

## Appendix One

1. Start-up the computer  
“I would like you to switch on the computer and then log on using your usual username and password” or  
“Please switch the computer on and go into X program.”
2. Identify a file  
“Please would you open one of your folders and show me a “Word” file (or file created using the word processor). Please would you now show me an “Excel” file (or file created using a spreadsheet program)”, or  
“Please would you open a “Word” file for me - any one is fine”, or  
(Teacher points to a file) - “What program was that file created in?”
3. Retrieve a file  
“Please will you retrieve/open (give student a specific filename) which is saved on (give student a specific file path)”, or  
“Please will you retrieve/open the Excel file you were working on yesterday.”
4. Save a file  
“Please will you save the file you have on screen at the moment in your user area”, or  
“Please will you save the file you are working on at the moment to your disk.”
5. Rename a file  
“Please resave the file you have on the screen with the name (give student a new filename)”, or  
“Please will you show me how to rename that file (point to a file in a student’s folder) without opening it.”
6. Preview a file  
“Please will you show me a preview of the file you have open on screen”, or  
“Please go to Print Preview and let me look at the file before you print it.”
7. Print a file  
“Please will you print the file you have open”, or  
“Send your file to the printer for me, please.”
8. Create a folder  
“In your user area please will you create a new folder for me called (give student a name for the folder)”, or  
“Please will you create a new folder called (give student a name for the folder) on your disk”, or  
“As you are about to save that file, please will you create a new folder called (give the student a name for the folder) to save the file in, without leaving the program you are in.”
9. Move a file  
“Please will you move X file from Y folder to Z folder.”  
“Please will you move X file from your disk to Z folder on the hard drive.”

10. Delete a file  
“Please will you delete X file from your folder”, or  
“Please show me how to delete X file from your disk.”
11. Shutdown the computer  
“Please will you shutdown the computer completely, not just log off”.  
“Please show me the correct procedures for shutting down your computer”.

### **Possible Questions to help ascertain Merit/Excellence**

A possible sequence of questions/instructions might be:

- Please will you go to “My Computer” and find your user area. I would like you to show me your folders.
- Please will you open Y folder for me. (*Look at the folders/files within the specified folder.*)
- Can you explain to me why you have chosen that name for that folder? (*Teacher to point to a particular folder.*)
- Please would you open X folder.
- Please will you open Z file. (*Teacher to make a note of the filename to assess its appropriateness to the content of the open file.*)
- I am not clear about why you have given Z file that name - can you explain why you chose that name for that file?

*Procedures are to be assessed holistically. Students who have clear/logical folder structures with generally appropriately named files should not be penalised for minor deviations.*

**Assessment Schedule: IM/1/2\_B6 – Just Do It  
AS90031 v2 – Use standard operating and file management procedures**

Grade awards should be on the basis of a holistic decision on the balance of evidence presented.

Teachers should assess against the stated criteria:

*The evidence provided shows that the student can:*

<b>Achievement</b>	<b>Merit</b>	<b>Excellence</b>
<ul style="list-style-type: none"><li>Independently use standard operating and file management procedures.</li></ul>	<ul style="list-style-type: none"><li>Competently use standard operating and file management procedures.</li></ul>	<ul style="list-style-type: none"><li>Competently and efficiently use standard operating and file management procedures.</li></ul>