

Test and improve a working school-garden quiz

Printable testing and evaluation record

Audience: Year 3 Computing pupils

Test a working quiz against agreed criteria, record observed results and justify one improvement with evidence.

Use the working HTML quiz for these tests. This PDF records your results; it does not run the quiz. Open the HTML activity from this edition in the Library reader.

1. Read the specification

- The prototype has three questions, with three answer buttons for each.
- A correct choice shows "Correct"; another choice shows "Try again". You may retry.
- Next question becomes available after an answer is selected. It moves to the next question and clears the previous feedback.
- Finish quiz ends Question 3. Reset quiz returns to Question 1 and clears feedback.

2. Run the test plan

Reset before each Question 1 test. Write what you actually observed; do not copy an expected result as evidence.

Action	Expected result	Observed result	Met / partly / not met
Reset, then select Sunlight.	"Correct" appears.		
Reset, then select Moonlight.	"Try again" appears.		
After the incorrect choice, select Sunlight.	Feedback changes to "Correct".		
Select Next question after an answer.	Question 2 appears; old feedback clears.		

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Action	Expected result	Observed result	Met / partly / not met
Answer Question 2, go to Question 3, answer and select Finish quiz.	"Quiz complete" appears; no next-question button remains.		
Select Reset quiz from the completed quiz.	Question 1 returns with no feedback; Next is unavailable until an answer.		

3. Evaluate against criteria

Circle met, partly met or not met and give a result that supports each judgement. These are classroom prompts, not a certified product standard.

Criterion	How to check it	Evidence and verdict
Function: answers, retry and navigation work.	Use your six functional tests.	
Clarity: question and button wording are understandable.	Ask the agreed testers what was clear or awkward.	
Access: controls can be reached and used on the agreed device.	Try Tab and Enter or Space with teacher support.	
Feedback: a tester can see what happened after a choice.	Compare correct and incorrect feedback.	

4. Ask two testers

Follow the teacher's agreed consent and feedback arrangements. Record roles, such as pupil tester or teacher tester, rather than names.

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Tester role	What was easy or awkward?	Which part worked best?	What one change would help?

5. Annotate and evaluate

Sketch or describe the quiz interface. Label one strength (+) and one improvement (→), each linked to a result or tester comment.

Sketch or description: _____

It met the _____ criterion because test _____ showed _____.

It did not fully meet / still needs checking against _____ because _____.

A tester's comment / my test result was _____. It supports / differs from _____.

To improve it, I would _____ so that _____.

6. Plan an iteration and retest

Proposed change	Evidence for it	Retest action	Expected result

Your proposed change is a design idea. The supplied quiz has not been edited by this plan. Test a revised build only after it actually exists.