

Design and Technology Year 7 Assessment Levels

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Research	<p>I can use a picture of an existing product to help me design my product.</p> <p>I can explain how the images could be used in my design.</p> <p>I can produce a minimum of half an A4 page of analysis that is descriptive and draws helpful conclusions related to the design task</p>	<p>I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task.</p> <p>I can use ideas from other designers to help me in my work.</p>	<p>I can use multiple pictures to help me design.</p> <p>I can write good and bad points about images that are relevant to my task.</p> <p>I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task.</p>	<p>I can use images of existing products and other simple information beyond the classroom.</p> <p>My research shows a link to my brief and gives me some important technical information for my specification e.g. materials, sizes, components, etc.</p> <p>I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task.</p>	<p>I can explain how the images I have sourced could be used in my design.</p> <p>My research shows a link to my brief and gives me some important technical information for my specification e.g. materials, sizes, components, etc.</p> <p>I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task.</p>
Ideas	<p>I can draw one idea which relate to the design brief.</p> <p>I can use basic colour to give some detail to my design idea.</p>	<p>I can draw two idea which relate to the design brief.</p> <p>I can identify a good or bad point about my design with help.</p> <p>I can use basic colour to give some detail to my design idea.</p>	<p>I can draw two/three ideas with labels which relate to the brief.</p> <p>I can use colour to make my ideas look realistic.</p> <p>I can identify a good or bad point about my design.</p>	<p>I can show a variety of different ideas that cater for different peoples likes and tastes, with some reference to my research.</p> <p>I can draw and render to make my designs look 3D.</p> <p>I can identify a good or bad point about my design.</p>	<p>I can draw inspiration for creativity from my existing products research.</p> <p>I can produce an appropriate model to show some of my design ideas.</p> <p>My ideas show some technical understanding of materials, components etc. which is drawn from my research and analysis.</p>
Make	<p>I can name some of the tools I used with support.</p> <p>I can name the main material I used.</p> <p>I can name some of the skills I used in practical lessons.</p> <p>I can work safely and apply health and safety rules with lots of support.</p> <p>My practical work shows very limited skills and accuracy.</p>	<p>I can name some of the tools I used with guidance.</p> <p>I can name some materials I used.</p> <p>I can name some of the skills I used in practical lessons.</p> <p>I can work safely and apply health and safety rules with guidance.</p> <p>My practical work shows basic skills, some accuracy and is mostly finished.</p>	<p>I can name some of the tools and define their use.</p> <p>I can name the main materials I used and why.</p> <p>I can name some of the industrial processes and skills I used in practical work lessons.</p> <p>I can work safely and follow health and safety rules.</p> <p>My practical work has some accuracy in parts.</p>	<p>I can name and give reasons for the tools you used.</p> <p>I can name the materials you used and give reasons for selection.</p> <p>I can name the industrial processes and apply skills; I've learnt in practical lessons.</p> <p>I work safely and apply health and safety rules.</p> <p>My practical work is mostly accurate.</p>	<p>I can work independently at times during my practical work.</p> <p>I can name and give reasons for the tools you used.</p> <p>I worked safely and apply health and safety rules.</p> <p>I can use tools correctly.</p> <p>My practical work is accurate.</p> <p>I can identify at least two quality checks for my practical work.</p>
Evaluate	<p>I can talk about how my design and product work.</p> <p>I can answer questions about how to improve my design and practical work.</p>	<p>I can explain the look of my design, and with some help explain why this is the case.</p> <p>I can say with help what needs to be better next time.</p> <p>I can say with help what was hard when making my product.</p>	<p>I can explain the look of my design, explain why this is the case.</p> <p>I can say with help if I was successful or unsuccessful.</p> <p>I can say what was hard when making my product.</p> <p>I can identify a way of making my work look and work better.</p>	<p>I can explain the look of my design, and with explain why this is the case.</p> <p>I can think about and reflect with help upon my specification and say where my product is successful and not-so-successful.</p> <p>I can independently identify good or bad points about my work.</p>	<p>I can reflect upon my design work and show some evidence of evaluation in my writing.</p> <p>I can identify what is working well and what could be improved within my work.</p> <p>I can think about and reflect upon my specification and say where my product is successful and not-so-successful.</p>

				I can identify a way of making my work look and work better.	I can say/document where my product does/does not fit my specification and why.
Technical Knowledge	I can identify and name the different categories of wood and give suitable examples. I can name of at least 2 tools used in the workshop.	I can identify and name the different categories of wood and polymers and give suitable examples. I can name of at least 2 tools and machinery used in the workshop.	I can identify and name the different categories of wood and polymers and give suitable examples. I can name of a range of workshop tools and machinery used in the workshop.	I can identify and name the different categories of wood and polymers and give suitable examples. I can name the primary sources of materials for producing wood and polymers. I can name of a range of workshop tools and machinery and state their uses. I can name, describe the components in my circuit and explain how they work together.	I can name the primary sources of materials for producing wood and polymers. I can recognise and characterise different types of wood and polymers. I can describe at least one school-based workshop processes including tools required.

Design and Technology Year 8 Assessment Levels

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Research	<p>I can use images of existing products and other simple information beyond the classroom.</p> <p>My research analyses a link to my brief and gives me some important technical information for my specification e.g. materials, sizes, components, etc.</p>	<p>I can use ideas from other designers to help me in my work.</p> <p>I can with help explain how the images I have sourced could be used in my design.</p> <p>I can produce a minimum of one A4 page of analysis that in part is descriptive and draws helpful conclusions related to the design task.</p>	<p>I can use ideas from other designers to help me in my work.</p> <p>I can explain how the images I have sourced could be used in my design.</p> <p>I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task</p>	<p>My research shows evidence of analysis of form and function of similar/familiar products (other designers' work).</p> <p>My research shows a thorough understanding of physical properties and working characteristics of materials.</p> <p>I can analyse my research with regard to aesthetic and economic issues, and apply this analysis to my design work.</p>	<p>I can gather user opinions through a simple survey that will provide specific information to improve my design work.</p> <p>I can apply my understanding of form and function to my own design work.</p> <p>I can apply the conclusions from my research and analysis to show how my ideas better fit the target market.</p> <p>I can write a design specification which identifies key aspects needed to develop design ideas.</p>
Ideas	<p>I can draw two/three ideas with basic labels which relate to the brief.</p> <p>I can use colour/texture to make my ideas look realistic.</p> <p>I can identify a good and a bad point about my designs.</p>	<p>I can show few different ideas that cater for different peoples likes and tastes, with some reference to my research.</p> <p>I can with support draw and render to make my designs look 3D.</p> <p>I can identify and write down good or bad points of a design.</p>	<p>I can show a variety of different ideas that cater for different peoples likes and tastes, with some reference to my research.</p> <p>I can draw and render to make my designs look 3D.</p> <p>I can identify and write down good or bad points of a design.</p> <p>I can annotate my designs to identify a suitable material.</p>	<p>I can get inspiration for creativity from my existing product's research.</p> <p>I can produce an appropriate model to show some of my design ideas.</p> <p>My ideas show some technical understanding of materials, components etc. which is drawn from my research and analysis.</p> <p>I can use simple information found to add detail to my idea e.g. sample sizes, materials etc.</p>	<p>My ideas are clear, concise and imaginative, and directly relate to the brief.</p> <p>I have trialled other products and taken ideas from them.</p> <p>I have considered the 'fitness for purpose' of my ideas when deciding which ideas(s) to take forward for development.</p> <p>My design work directly connects to my specification.</p> <p>My research and analysis includes specific work on form and function, is clearly evident in my design work.</p>
Make	<p>I can use tools and equipment safely with supervision.</p> <p>I have produced a product which is mostly finished and uses one or more skills.</p> <p>I can produce a product which has some accuracy in parts.</p>	<p>I can use tools and equipment correctly and safely.</p> <p>I can produce a product which has a basic level of making.</p> <p>I have produced a product which is mainly finished and uses two or more skills.</p> <p>I can identity one quality check for my practical work.</p>	<p>I can use tools and equipment correctly and safely.</p> <p>I can produce a product which has a reasonably good level of making.</p> <p>I have produced a product which is finished and uses two or more skills.</p> <p>I can identity two quality check for my practical work</p>	<p>I can work mainly independently during my practical work.</p> <p>I can use tools correctly and safely.</p> <p>I have produced a product which has a good level of demand in some parts.</p> <p>I can identify at least two quality checks for my practical work.</p>	<p>I can work independently during practical work.</p> <p>I can produce a product which has a very good level of making and finishing.</p> <p>I have produced a product which is demanding in its range of skills.</p> <p>I can apply quality checks to the practical work to make sure that it is well made.</p>
	I can explain the look of my design, and with some	I can explain the look of my design, and with help explain why this is the case.	I can explain the look of my design and explain why this is the case.	I can reflect upon my design work and show some evidence of evaluation in my writing.	I can identify and document what is working well and what could be improved.

<p>Evaluate</p> <p>Evaluate</p>	<p>help explain why this is the case.</p> <p>I can with help say what needs to be better next time</p> <p>I can with some help say what was hard when making my product.</p>	<p>I can say if I was successful or unsuccessful with my making.</p> <p>I can identify good or bad points about my work.</p> <p>I can with help identify a way of making my work look and work better.</p>	<p>I can say if I was successful or unsuccessful with my making.</p> <p>I can identify good or bad points about my work and give reasons for theses.</p> <p>I can identify a way of making my work look and work better.</p>	<p>I can identify what is working well and what could be improved.</p> <p>I can think about and reflect upon my specification and say where my product is successful and not-so-successful.</p> <p>I can say/document where my product does/does not fit my specification and why.</p> <p>I have identified a major key weaknesses and suggested improvements.</p>	<p>I can comment and compare upon most of my specification points and say whether it was helpful.</p> <p>I can test my product in situation and documented appropriate comments.</p> <p>I can explain in writing about my research and specification whether it was appropriate to my final product or not.</p> <p>I have evaluated my product in use and gained user feedback.</p> <p>I have identified a number of key weaknesses and suggested improvements.</p>
<p>Technical Knowledge</p>	<p>I can identify and name the different categories of textiles and polymers and give suitable examples.</p> <p>I can name of a range of workshop tools.</p> <p>I can name the components in my circuit.</p>	<p>I can identify and name the different categories of textiles, metals and polymers and give suitable examples.</p> <p>I can name the primary sources of materials for producing wood and polymers.</p> <p>I can recognise and name the components in my circuit.</p>	<p>I can identify and name the different categories of textiles, metals and polymers and give suitable examples.</p> <p>I can name the primary sources of materials for producing wood, metal and polymers.</p> <p>I can recognise common faults in natural timber describe the processes of conversion and seasoning.</p> <p>I can name and explain the purpose of most of the components in my circuit.</p>	<p>I can recognise and characterise different types of textiles, metal and polymers.</p> <p>I can describe one school based workshop processes including tools required.</p> <p>I understand how the physical properties of metals affect their performance.</p> <p>I know different manufacturing methods.</p> <p>I can name, describe the components in my circuit and explain how they work together.</p>	<p>I can recognise and characterise different types of textiles, metal and polymers.</p> <p>I understand how the physical and working properties of metals affect their performance.</p> <p>I can describe at least two school based workshop processes including tools required in each material area.</p> <p>I can identify and explain the advantages of different manufacturing methods.</p> <p>I can name, describe the components in my circuit and explain how they work together.</p>

Design and Technology Year 9 Assessment Levels

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Research	<p>I can use ideas from other designers to help me in my work.</p> <p>I can explain how the images could be used in my design.</p> <p>I can produce a minimum of half an A4 page of analysis that is descriptive and draws helpful conclusions related to the design task</p>	<p>I can use ideas from other designers to help me in my work.</p> <p>I can explain how the images could be used in my design.</p> <p>I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task.</p>	<p>The research shows evidence of analysis of form and function of similar/familiar products (other designers' work).</p> <p>The research shows a thorough understanding of physical properties and working characteristics of materials.</p> <p>I can analyse the research regarding aesthetic and economic issues and apply this analysis to my design work.</p>	<p>I can apply my understanding of form and function to my own design work.</p> <p>I can apply the conclusions from the research and analysis to show how my ideas better fit the target market.</p> <p>I can write a design specification which identifies key aspects needed to develop design ideas.</p>	<p>The research analysis clearly shows trends and patterns in the design of similar products and of other designers.</p> <p>I can re-interpret others' design ideas/design movements in new contexts, adapting and developing them so they become my own.</p> <p>I can write a design specification which fully reflects the findings from the research.</p>
Ideas	<p>I can show a variety of different ideas that cater for different peoples likes and tastes, with some reference to my research.</p> <p>I can identify and write down good or bad points of a design.</p> <p>I can annotate my designs to identify a suitable material.</p>	<p>I can draw and render to make my designs look 3D.</p> <p>I can use simple information found to add detail to my idea e.g. sample sizes, materials etc.</p> <p>I can produce an appropriate model to show some of my design ideas.</p>	<p>I can draw inspiration for creativity from my existing products research.</p> <p>I can produce an appropriate model to show some of my design ideas.</p> <p>My ideas show some technical understanding of materials, components etc. which is drawn from my research and analysis.</p> <p>I can explain what is meant by form and function in relation to my design ideas.</p>	<p>My ideas are clear, concise and imaginative, and directly relate to the brief.</p> <p>I have considered the 'fitness for purpose' of my ideas when deciding which ideas(s) to take forward for development.</p> <p>My designs work directly connects to my specification.</p> <p>My research and analysis include specific work on form and function and is clearly evident in my design work.</p>	<p>I can produce a variety of 2D and 3D creative ideas/models influenced by my research into other designers.</p> <p>I have a clear understanding of how my work will be made.</p> <p>My decision-making is based on sound knowledge gained from my research- in particular physical properties and working characteristics.</p> <p>All primary, secondary and tertiary users are fully catered for in my design.</p>
Make	<p>I can use tools and equipment correctly and safely.</p> <p>I can produce a product which has a basic level of making.</p> <p>I have produced a product which is mainly finished and uses two or more skills.</p> <p>I can identify one quality check for my practical work.</p>	<p>I can work independently at times during my practical work.</p> <p>I can use tools correctly and safely.</p> <p>I have produced a product which has a good level of demand in some parts.</p> <p>I can identify at least two quality checks for my practical work.</p>	<p>I can work mainly independently during practical work.</p> <p>I can produce a product which has mostly a good level of making and finishing.</p> <p>I can sometimes apply quality checks to the practical work to make sure that it is well made.</p> <p>I have followed with all health and safety rules followed explicitly.</p>	<p>I can work independently during practical work.</p> <p>I can produce a product which has a very good level of making and finishing.</p> <p>I have produced a product which is demanding in its range of skills.</p> <p>I can apply quality checks to the practical work to make sure that it is well made.</p> <p>I have followed with all health and safety rules followed explicitly.</p>	<p>I can identify and select specialist tools and justify my choices.</p> <p>I can make considered choices for the materials you selected based on their functional properties.</p> <p>I can apply quality checks throughout the making process to ensure that a quality product is produced.</p> <p>I have produced a product which is rigorous and demanding in its range of skills.</p> <p>My work is highly accurate and is commercially viable with all health and safety rules followed explicitly.</p>

<h1>Evaluate</h1>	<p>I can explain the look of my design, and with explain why this is the case.</p> <p>I can say if I was successful or unsuccessful.</p> <p>I can identify a way of making my work look and work better.</p>	<p>I can identify good or bad points about my work.</p> <p>I can identify a way of making my work look and work better.</p> <p>I can think about and reflect upon my specification and say where my product is successful and not-so-successful.</p> <p>I can identify a way of making my work look and work better.</p>	<p>I can reflect upon my design work and show some evidence of evaluation in my writing.</p> <p>I can identify what is working well and what could be improved.</p> <p>I can think about and reflect upon my specification and say where my product is successful and not-so-successful.</p> <p>I can say/document where my product does/does not fit my specification and why.</p> <p>I can identify at least two quality checks for my practical work.</p>	<p>I can identify and document what is working well and what could be improved.</p> <p>I can identify what is working well and what could be improved.</p> <p>I can test my product in situation and documented appropriate comments.</p> <p>I have identified several key weaknesses and suggested improvements.</p> <p>I have evaluated my product in use and gained user feedback</p> <p>I can identify at least two quality checks for my practical work.</p>	<p>I can select appropriate techniques to evaluate how my product performs e.g. customer survey, peer feedback, expert opinion.</p> <p>I can explain fully in writing how I solved technical problems whilst making my product.</p> <p>I can clearly relate my evaluation findings to current environmental, ethical, social and cultural issues.</p> <p>I can produce a broad overview of the entire project.</p> <p>I can identify quality checks for my practical work.</p>
<h1>Technical Knowledge</h1>	<p>I know the primary sources of materials for producing natural timbers, manufactured timbers.</p> <p>I know the name of a range of workshop tools and their uses.</p> <p>I can identify and explain the advantage of one industrial manufacturing method.</p>	<p>I know the primary sources of materials for producing natural timbers, manmade boards and polymers.</p> <p>I can describe one school-based workshop processes including tools required.</p> <p>I can identify and explain the advantage of one industrial manufacturing method.</p>	<p>I know the primary sources of materials for producing natural timbers, manmade boards, paper, metals and polymers.</p> <p>I can describe two school-based workshop processes including tools required.</p> <p>I can identify and explain the advantage of two industrial manufacturing method.</p>	<p>I understand how the physical and working properties of a range of timbers, polymers, paper, metals and board products affect their performance.</p> <p>I can describe at least three school-based workshop processes including tools required in each material area.</p> <p>I can identify and explain the advantage and disadvantage of two industrial manufacturing method.</p>	<p>I can understand about the preparation and application of treatments and finishes to enhance functional and aesthetic properties of materials.</p> <p>I'm able describe school-based cutting, forming and processing techniques, tools and equipment.</p> <p>I can identify and explain the advantage and disadvantage of two industrial manufacturing method.</p> <p>I can recognise common faults in natural timber describe the processes of conversion and seasoning.</p>