KS3 Assessment in Design and Technology Name:_____

Year 7 – Name Plate

NOVICE	✓ Pupils can name a few different timbers and manufactured boards. ✓ They consider the work of others, although this may make little contribution to their design thinking. ✓ Pupils work safely, demonstrating a low level of skill, often requiring individual support or guidance. They use a few tools and make a name plate of low quality. ✓ They measure a feature of their name plate. ✓ Pupils test the overall performance of their name plate and make a simple assessment of its performance.
CAPABLE	✓ Pupils can name some different timbers and manufactured boards and state some properties and uses of each. ✓ They carry out a basic investigation into the work of others which, to some extent, informs further design stages. ✓ Pupils work safely and demonstrate a basic level of skill with a few tools and materials. ✓ They make a few measurements for quality control purposes and make a name plate of basic quality. ✓ Pupils test a few features of the name plate and make a basic evaluation of their final name plate.
EXPERT	✓ Pupils can name some different timbers and manufactured boards, state their properties and uses and suggest alternative materials for certain applications. ✓ They carry out a basic investigation into the work of others which informs further design stages. ✓ Pupils work safely, demonstrating an adequate level of skill and mostly using the correct tools, materials and equipment. ✓ They carry out some measurements and a few tests on the name plate for quality control purposes. ✓ There is some evidence of analysis and evaluation at some different stages of the project. ✓ Pupils test some of the main features of the design and analyse and evaluate their final name plate. ✓ They consider a few points of feedback from third parties and identify a few modifications to the design which were a result of testing, analysis and evaluation.

KS3 Assessment in Design and Technology Name:_____

Year 7 – Retro Racing Car

NOVICE	✓ Pupils consider the work of others through completing a basic product analysis. ✓ They select a few of the materials or components to make their retro racing car (which may not be appropriate) ✓ They identify the main process that is required to make it. ✓ Pupils work safely, demonstrating a low level of skill, often requiring individual support or guidance. They use a few tools and make a retro racing car of low quality. ✓ They measure a feature of their retro racing car. ✓ Pupils test the overall performance of their retro racing car and make a simple assessment of its performance.
CAPABLE	✓ Pupils can name some different timbers and manufactured boards and state some properties and uses of each. ✓ They justify the selection of materials or components to make their retro racing car (which may not be appropriate) ✓ They produce a basic manufacturing plan. ✓ They carry out a basic product analysis with some justification. ✓ Pupils work safely and demonstrate a basic level of skill with a few tools and materials. They make a few measurements for quality control purposes and make a retro racing car of basic quality. ✓ Pupils test a few features of the retro racing car and make a basic evaluation of their final retro racing car.
EXPERT	✓ Pupils can name some different timbers and manufactured boards, state their properties and uses and suggest alternative materials for certain applications. ✓ They carry out a well justified product analysis. ✓ They carry out some research into the working properties and availability of a few materials and can justify the selection of materials and components to make their retro racing car, some of which are suitable for the purpose. ✓ They produce a manufacturing plan and explain the reasons for using a few of the processes included in this. ✓ Pupils work safely, demonstrating an adequate level of skill and mostly using the correct tools, materials and equipment. ✓ They carry out some measurements and a few tests on the retro racing car for quality control purposes. ✓ There is some evidence of analysis and evaluation at some different stages of the project. ✓ Pupils test some of the main features of the design and analyse and evaluate their final retro racing car. ✓ They consider a few points of feedback from third parties and identify a few modifications to the design which were a result of testing, analysis and evaluation.

KS3 Assessment in Design and Technology Name:_____

Year 7 – N.E.R.F. Design

NOVICE	✓ They can identify a user/client and they produce a simple statement of what is required as the design brief. ✓ Pupils consider the work of others through completing a basic product analysis. ✓ They produce a simple design specification, listing a few criteria. They generate a design idea, labelling this with a few descriptive comments about aesthetics. They use a single design strategy and communicate their ideas using a single method. ✓ They can use a 2D or 3D modelling technique (including CAD if appropriate) and test one aspect of their design. ✓ They select a few of the materials or components to make their prototype (which may not be appropriate). ✓ Pupils work safely, demonstrating a low level of skill, often requiring individual support or guidance. They use a few tools and make a prototype of low quality. ✓ Pupils test the overall performance of their prototype and make a simple assessment of its performance.
CAPABLE	✓ They identify a user/client and state a few of the user/client's needs and wants. ✓ They generate a few design ideas, although there is a high degree of design fixation, annotating these with a few comments about functionality, aesthetics and innovation. ✓ They use a single design strategy and use a few techniques to experiment with and communicate their ideas. ✓ Pupils use a few 2D/3D modelling techniques (including CAD if appropriate) and use a few methods to test that their design ideas meet a few of the requirements. ✓ They justify the selection of materials or components to make their prototype (which may not be appropriate). ✓ They carry out a basic product analysis with some justification. ✓ Pupils work safely and demonstrate a basic level of skill with a few tools and materials. ✓ Pupils test a few features of the prototype and make a basic evaluation of their final prototype.
EXPERT	✓ They can identify a user/client that is partially relevant to the product. ✓ They carry out a well justified product analysis. ✓ Pupils can produce an adequate design brief that shows some relevance to the context provided and includes a few of the user/client's needs and wants. ✓ They produce a design specification with several criteria, justifying some criteria in terms of the needs and wants of the user/client. Their specification has some influence on some subsequent design stages. ✓ They generate some imaginative design ideas, with little design fixation. They label most of their ideas with some comments about functionality, aesthetics and innovation. ✓ They use some different techniques to carry out experimentation and communicate ideas and explore the use of at least two different design strategies. ✓ Pupils use some 2D/3D modelling techniques (including CAM if appropriate) to develop their ideas and use a range of methods to test that their design ideas meet some of the requirements. ✓ They carry out some research into the working properties and availability of a few materials and can justify the selection of materials and components to make their prototype, some of which are suitable for the purpose. ✓ Pupils work safely, demonstrating an adequate level of skill and mostly using the correct tools, materials and equipment. ✓ There is some evidence of analysis and evaluation at some different stages of the project. ✓ Pupils test some of the main features of the design and analyse and evaluate their final prototype. ✓ They consider a few points of feedback from third parties and identify a few modifications to the design which were a result of testing, analysis and evaluation.

KS3 Assessment in Design and Technology Name:_____

Year 7 – Block-Bots

NOVICE	✓ Pupils can name some different timbers and manufactured boards. ✓ Pupils consider the work of others through completing a basic product analysis. ✓ They select a few of the materials or components to make their Block-Bot (which may not be appropriate) ✓ They generate a design idea, labelling this with a few descriptive comments about aesthetics. ✓ They identify the main process that is required to make it. ✓ Pupils work safely, demonstrating a low level of skill, often requiring individual support or guidance. They use a few tools and make a Block-Bot of low quality. ✓ They measure a feature of their Block-Bot. ✓ Pupils test the overall performance of their Block-Bot and make a simple assessment of its performance.
CAPABLE	✓ Pupils can name some different timbers and manufactured boards and state some properties and uses of each. ✓ They justify the selection of materials or components to make their Block-Bot (which may not be appropriate) ✓ They generate a few design ideas, although there is a high degree of design fixation, annotating these with a few comments about functionality, aesthetics and innovation. ✓ They produce a basic manufacturing plan. ✓ They carry out a basic product analysis with some justification. ✓ Pupils work safely and demonstrate a basic level of skill with a few tools and materials. They make a few measurements for quality control purposes and make a Block-Bot of basic quality. ✓ Pupils test a few features of the Block-Bot and make a basic evaluation of their final Block-Bot.
EXPERT	✓ Pupils can name some different timbers and manufactured boards, state their properties and uses and suggest alternative materials for certain applications. ✓ They carry out a well justified product analysis. ✓ They carry out some research into the working properties and availability of a few materials and can justify the selection of materials and components to make their Block-Bot, some of which are suitable for the purpose. ✓ They generate some imaginative design ideas, with little design fixation. They label most of their ideas with some comments about functionality, aesthetics and innovation. ✓ They produce a manufacturing plan and explain the reasons for using a few of the processes included in this. ✓ Pupils work safely, demonstrating an adequate level of skill and mostly using the correct tools, materials and equipment. ✓ They carry out some measurements and a few tests on the Block-Bot for quality control purposes. ✓ There is some evidence of analysis and evaluation at some different stages of the project. ✓ Pupils test some of the main features of the design and analyse and evaluate their final Block-Bot. ✓ They consider a few points of feedback from third parties and identify a few modifications to the design which were a result of testing, analysis and evaluation.