



Skill	Emerging	Developing	Secure	Mastered
Investigating	<p>I can find a picture for my project</p> <p>I can make simple comments about images that I have collected</p> <p>I can explain what my design might have</p> <p>I use the images I have to help me make a design.</p>	<p>I can find images which are relevant to my task.</p> <p>I can write good and bad points about images and information that I have found that are relevant to my task.</p> <p>I can explain what my design must have in a set of bullet points.</p> <p>I can use my research images to help create a design solution.</p>	<p>I can find images of existing products and other simple information beyond the classroom.</p> <p>I am able to explain how the images I have collected can be used in my design.</p> <p>I can write a basic list which helps form my design.</p> <p>I can use multiple images and some other information to help support my design.</p>	<p>I can use ideas from other designers to help me in my work.</p> <p>I understand how to use a designer style in my project.</p> <p>I can write a design specification which reflects my research.</p> <p>I can use simple research data in my design work e.g. materials, information, sizes etc.</p>
Designing	<p>I can draw one design idea.</p> <p>I can add colour to my design.</p> <p>I can make either a good or bad point about my design with prompts.</p> <p>I can say how I developed my idea.</p>	<p>I can use simple information to add detail to my idea e.g. sample sizes, materials etc.</p> <p>I can use colour to show realistic images of my ideas.</p> <p>I can develop one or two ideas using colour to make them look realistic.</p> <p>I can suggest what my idea could be made from and why.</p>	<p>I can talk about my ideas with my teacher and explain the reason behind the design.</p> <p>I can use colour/ texture to make my ideas and developed idea look realistic.</p> <p>I can write down some good or bad points about my design.</p> <p>I can develop some ideas using colour rendering.</p> <p>My development uses a mixture of sketches and labels to tell the teacher about the materials and sizes.</p>	<p>I can draw two/three ideas with basic labels, which relate to the brief using recognised drawing techniques and a modelling technique.</p> <p>I can talk about my ideas with my teacher and explain the reasons behind the design.</p> <p>I can present my range of development work neatly using 2D/3D drawings.</p>
Making	<p>I can, with help, choose and use tools and equipment.</p> <p>I can, with help, make a product which has limited accuracy and works.</p> <p>I can say how I have made my product.</p>	<p>I can use tools and equipment with supervision.</p> <p>I can make a product which uses one skill with some accuracy.</p> <p>I can say what went well and one thing that could be improved.</p>	<p>I can use tools and equipment correctly and safely some of the time.</p> <p>I can make a product which has some accuracy in parts.</p> <p>I can identify one quality check for my practical work.</p>	<p>I can use tools and equipment correctly and safely most of the time.</p> <p>I can make a product which has a good level of making.</p> <p>I can identify at least two quality checks for my practical work.</p>
Evaluating	<p>I can say one good and one bad point about my product.</p> <p>I can tell someone what needs to be improved to make my product more successful.</p> <p>I can use some describing words to say what my product is like.</p>	<p>I can talk about what has gone well when making my product.</p> <p>I can answer questions about how to improve my idea.</p> <p>I can identify some of the good or bad points about my work.</p>	<p>I can talk about what has gone well when making and suggest how to improve some parts.</p> <p>I can say if I was successful or unsuccessful.</p> <p>I can say what was said by others about my product.</p>	<p>I can identify what is working well and what can be improved.</p> <p>I can identify all of the good or bad points about my product.</p> <p>I can use my specification to discuss some improvement points for my product.</p>
Literacy	<p>There are areas of my written work that are unclear. I rarely use evidence or facts, to support my written descriptions and explanations. I rarely use key technological terminology in my writing. My sentences are simple. I rarely contribute to whole class discussions or one to one discussions with the teacher.</p>	<p>My written work is clear although there are errors in my spelling and punctuation. I occasionally use evidence to support my descriptions or explanations and I occasionally use complex sentences in my written work. I rarely use key technological terminology in my writing. I occasionally contribute to whole class discussion and</p>	<p>My written work is clear and I make effective use of punctuation and paragraphs. I often use specific details to support my written work and I often justify my decisions with evidence. I at times use key terminology where appropriate and understand the meaning of key terminology. I often contribute to whole class discussion and have also asked some</p>	<p>My written work is clear and well structured. I effectively use key terminology and a combination of simple and complex sentences to describe and explain technical concepts and ideas. I always use specific details and evidence to support my written work. I contribute to whole class discussion and can pose technological questions.</p>



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		from time to time ask technological questions.	technological questions of my teacher and classmates.	





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Investigating	<p>I can use ideas from other designers the teacher outlines to help me in my work.</p> <p>I understand how to use a designer style in my project.</p> <p>I can write a design specification which reflects my research.</p> <p>I can use research data in my design work e.g. materials, information, sizes etc.</p>	<p>I can use ideas from other designers to help me in my work and say why I would use them.</p> <p>I can analyse my research looking at, appearance and construction, and apply this analysis to my design work.</p> <p>I can write a design specification which reflects most of my research.</p> <p>I can use ideas from other designers to help me in my work and ask others what they think and record it.</p>	<p>I can show evidence of research from two sources independently e.g. internet, magazines, books, surveys etc.</p> <p>My research shows evidence of analysis of form and function of similar/familiar products.</p> <p>My specification identifies parts of the research to help me develop my design ideas.</p> <p>My analysis is descriptive and makes conclusions related to the design task and I use this in my designing.</p>	<p>I can analyse my research with regard to how it looks and works.</p> <p>My research analysis shows clear understanding of production processes which I could use in the school could be used.</p> <p>My specification identifies some aspects I need to develop a range of design ideas.</p> <p>I can apply the conclusions from my research to show how my ideas better fit the user.</p>
Designing	<p>I can draw two/three ideas with basic labels, which relate to the brief using simple drawing techniques and a modelling technique.</p> <p>I can talk about my ideas with my teacher.</p> <p>I can develop different ideas using some information and research that I have found.</p> <p>I can present my development work neatly using occasional 2D/3D drawings.</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 evaluate my idea using my specification to say what is good and bad about it.</p> <p>My development work uses sketches and labels to show detail of materials, sizes, how it works and who it is for.</p> <p>My development work uses drawings, discussion and modelling, to show an understanding of costs and peoples' tastes.</p>	<p>I can draw inspiration for creativity from my existing product's research.</p> <p>I can produce a variety of creative ideas linked to my research and analysis.</p> <p>I can evaluate my idea using my specification to say what I can do to improve my idea further. I can annotate my development showing key techniques and materials.</p> <p>I understand the form and function of familiar products whilst developing and modelling my ideas.</p>	<p>My ideas are clear, concise and imaginative, and directly relate to the brief and my specification. It also shows how I have used my research.</p> <p>My ideas consider the materials and components I am using in my design.</p> <p>I can evaluate my idea using my specification to say what would improve my idea further to make it more fit for purpose.</p>
Making	<p>I can use tools and equipment correctly and safely most of the time.</p> <p>I can make a product which has a sound level of making.</p> <p>I can identify at least two quality checks for my practical work.</p>	<p>I can select and use tools and equipment correctly and safely.</p> <p>I can make a product which has components that show a good level of making.</p> <p>I can identify quality check stages in my work before I make it.</p>	<p>I can work with some independence during my practical work.</p> <p>I can make a product which has a a good level of demand in some parts.</p> <p>I can apply quality checks before I start and during the making of my product. This makes sure that it is well made.</p>	<p>I can work mainly independently during my practical work.</p> <p>I can make a product which has a very high level of making and finishing.</p> <p>I can apply quality checks during the making process to ensure that a quality product is produced and record this.</p>
Evaluating	<p>I can identify what is working well and how it can be improved.</p> <p>I can identify most of the good or bad points about my product.</p> <p>I can use my specification to discuss some improvement points for my product.</p>	<p>I can make some simple suggestions for changes to the product next time.</p> <p>I can use the comments of others to help me evaluate my product fully.</p> <p>I can say what I need to make changes to and how I might implement those changes.</p>	<p>I can describe my product using comments from other people.</p> <p>I can compare my product to existing products.</p> <p>I can explain in writing whether a product has been successful or not and explain to my teacher the reasons.</p>	<p>I can use my specification to base my reflection on and suggest modifications.</p> <p>I can use other peoples' comments to evaluate my product.</p> <p>I can use my knowledge of materials to enhance my evaluation.</p>
Literacy	<p>My written work is brief and is rarely supported with specific details. I often don't punctuate my written work making it difficult to read. I rarely use key</p>	<p>I am starting to use evidence and details to support my written work. My written work is extended into paragraphs and I can accurately describe technological ideas in</p>	<p>I often use evidence and specific details to support my written work which is written in paragraphs often using complex sentences. I am starting to link together</p>	<p>I consistently use evidence and specific details to support my written work. I organise my work effectively into paragraphs and often write clearly linking</p>



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	terminology in my written work. I rarely discuss technological ideas with my class or teacher.	simple paragraphs. I sometimes answer questions in class but rarely ask questions of my own.	different paragraphs around a key idea or concept. I can ask technological questions which are relevant to the project that we are completing.	different paragraphs together accurately using a variety of connectives. I often ask technological questions which take my learning forward.





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Investigating	<p>I can show evidence of research from two sources e.g. internet, magazines, books, etc. I can analyse my research in terms of how it looks and works.</p> <p>I can write a design specification which reflects some of my research</p> <p>I can use ideas from other designers to help me in my work.</p>	<p>My research shows a link to my brief and gives me some important technical information for my specification .</p> <p>My research shows evidence of analysis of form and function of similar/familiar products (other designers' work)</p> <p>My specification identifies at least two parts of the research to help me develop my design ideas.</p> <p>My analysis is descriptive and makes conclusions related to the design task and I use this in my designing.</p>	<p>I can analyse my research with regard to aesthetic and economic issues, and apply this analysis to my design work.</p> <p>My research analysis clearly shows trends and patterns in the design of similar products and of other designers. My specification identifies some key aspects I need to develop a range of design ideas.</p> <p>I can apply the conclusions from my research and analysis to show how my ideas better fit the market.</p>	<p>I consider primary, secondary and tertiary users in my research.</p> <p>I can thoroughly analyse all the research and fully explain how it will impact on my designing.</p> <p>My specification fully reflects the findings and leads to a detailed list of success criteria.</p> <p>I can apply the conclusions from my research and analysis to show how my ideas better fit the market.</p>
Designing	<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 write about my ideas and explain my reasons for the decisions</p> <p>My development work uses sketches and labels to show detail of materials, sizes, how it works and who it is for</p> <p>My drawings and modelling show some details of my design.</p>	<p>I can draw inspiration for creativity from my existing product's research and develop my own creative ideas</p> <p>I can evaluate my idea using my specification to say what I can do to improve my idea further</p> <p>I can annotate my developed idea referring to the specification</p> <p>I understand the form and function of familiar products whilst developing and modelling my ideas.</p>	<p>My ideas are clear, concise and imaginative, and directly relate to the brief and my specification.</p> <p>My ideas consider the materials and components I am using in my design, that come from my research.</p> <p>I can evaluate my idea using my specification to say what would improve my idea further to make it more fit for purpose</p> <p>My ideas and developments are fully discussed against the specification help me decide on an idea to develop.</p>	<p>I can produce a variety of 2D and 3D creative ideas/models which reflect my design brief and most of my design specification</p> <p>My ideas show technical understanding of the materials, components and constraints. I show how primary users are catered for when talking about my design.</p> <p>I solve problems using drawings or modelling and say what I have learnt from doing it.</p> <p>My final development shows all the details including dimensions, materials and processes that I need to make it.</p>
Making	<p>I can use tools and equipment correctly and safely most of the time</p> <p>I can make a product which has a good level of making</p> <p>I can identify quality check stages in my work before I make it.</p>	<p>I can work with some independence during my practical work</p> <p>I can make a product which has a good level of demand in some parts</p> <p>I can apply quality checks before I start and during the making of my product. This makes sure that it is well made.</p>	<p>I can work mainly independently during my practical work</p> <p>I can make a product which has a very high level of making and finishing</p> <p>I can apply quality checks throughout the making process to ensure that a quality product is produced and record this.</p>	<p>I can work very independently throughout the practical work.</p> <p>I can select and use a range of tools and equipment accurately, skilfully and safely.</p> <p>I can apply quality checks throughout the making process to ensure that a quality product is produced and record this.</p>
Evaluating	<p>I can make some simple suggestions for changes to the product next time.</p> <p>I can use the comments of others to help me evaluate my product fully.</p> <p>I can say what I need to make changes to and how I might implement those changes.</p>	<p>I can describe my product using comments from other people.</p> <p>I can compare my product to existing products.</p> <p>I can explain in writing whether a product has been successful or not.</p>	<p>I can use my specification to base my reflection on and suggest modifications.</p> <p>I can use other peoples' comments to evaluate my product.</p> <p>I can use the researched facts on materials to enhance my evaluation.</p>	<p>I can use my specification to base my reflection on and suggest modifications.</p> <p>I can use existing products to justify my choices and confirm their suitability for the designated task.</p> <p>I can include other peoples' comments when evaluating the success of my product, and make suggestions for change based on their observations.</p>



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Literacy	I am using specific details to support my writing but not as often as I should. Punctuation is present in my written work although not always accurate. I tend to write in a list style and avoid using connectives to form paragraphs. I very rarely discuss my ideas in class.	I can structure technical descriptions and explanations in paragraphs and often use details and evidence to support my written work and ideas. I speak in class and am beginning to ask some technical questions.	I can write clear and well structured paragraphs and link a series of paragraphs around an issue or discussion. I ensure paragraphs are clearly and concisely linked to my research and discussion or issue that I am writing about. I clearly and concisely use evidence to support and justify an opinion. I often ask technical questions that take my learning forward.	My writing provides clear and articulate points of view and considers different perspectives, sources of information and reliability/bias/fact/opinion. I able to select appropriate information to support my opinions. I can speak confidently and am able to ask complex and searching technical questions.