Design and Technology Assessment Grid – Year 7 (Grades 4-1)				
	AO1: Identify, investigate and outline design possibilities to address needs and wants	AO2: Design and make prototypes that are fit for purpose	AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology	AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles
4 Working at/above expected standard	Demonstrates consistently excellent and sometimes exceptional knowledge and understanding of the role of context in design and its impact on design briefs. Consistently excellent and sometimes exceptional understanding of how to select suitable products and how to analyse them to inform designs	Consistently excellent, sometimes exceptional, making skills that use a variety of suitable equipment and techniques. Prototypes are consistently excellent and sometimes exceptional and well-suited to the work at hand. Material selection is excellent, sometimes exceptional. Students work with independence, confidence and safety at the forefront of their mind.	Consistently excellent and sometimes exceptional understanding of why and how design decisions are made. Excellent, sometimes exceptional, understanding of wider issues in design and technology. Excellent, sometimes exceptional, recognition of the role design plays within society.	Technical principles are understood to an excellent, sometimes exceptional, level. Designing and making principles are understood to an excellent, sometimes exceptional, level. Written communication of knowledge is excellent and sometimes exceptional. Verbal communication of knowledge is excellent, sometimes exceptional.
3 Working at expected standard	Demonstrates consistently satisfactory and sometimes good knowledge and understanding of the role of context in design and its impact on design briefs. Consistently satisfactory and sometimes good understanding of how to select suitable	Consistently satisfactory, sometimes good, making skills that use a variety of suitable equipment and techniques. Prototypes are consistently satisfactory and sometimes	Consistently satisfactory and sometimes good understanding of why and how design decisions are made. Satisfactory, sometimes good, understanding of wider issues in design and technology.	Technical principles are understood to a satisfactory, sometimes good, level. Designing and making principles are understood to a satisfactory, sometimes good, level.

	products and how to analyse them to inform designs	good and well-suited to the work at hand. Material selection is consistently suitable. Students work with independence, confidence and safety at the forefront of their mind.	Satisfactory, sometimes good, recognition of the role design plays within society.	Written communication of knowledge is satisfactory and sometimes good. Verbal communication of knowledge is satisfactory, sometimes good.
2 **Working below expected standard**	Demonstrates consistently accurate but basic knowledge and understanding of the role of context in design and its impact on design briefs. Consistently accurate but basic understanding of how to select suitable products and how to analyse them to inform designs	Consistently satisfactory but basic making skills that use some suitable equipment and techniques. Prototypes are satisfactory but basic and may need development to be fully suitable. Material selection is consistently accurate but basic, not considering all options. Students work with some confidence and consider safety. Teacher support may be required.	Consistently accurate but basic understanding of why and how design decisions are made. Consistently accurate but basic understanding of wider issues in design and technology. Consistently accurate but basic recognition of the role design plays within society.	Technical principles are understood to an accurate but basic level. Designing and making principles are understood to an accurate but basic. Written communication of knowledge is accurate but basic. Verbal communication of knowledge is accurate but basic.
1 **Working well below expected standard**	Attempts to show knowledge and understanding of the role of context in design and its impact on design briefs. Attempts to show understanding of how to select suitable products and how to analyse them to inform designs.	Attempts to use different making skills and techniques, however teacher support is required to make suitable choices.	Attempts to show understanding of why and how design decisions are made but with significant errors. Attempts to show understanding of wider issues	Attempts to show knowledge of technical principles. Attempts to show knowledge of technical principles

| | | Attempts to show prototyping skills but requires teacher support to create a suitable outcome.

Material selection is attempted but often incorrect.

Teacher support is required to work safely in the workshop. | in design and technology with significant errors.

Attempts to show recognition of the role design plays within society with significant errors. | Attempts to use written communication to demonstrate knowledge.

Attempts to use verbal communication to demonstrate knowledge. |