

Design Technology Assessment Criteria

The following grid provides an overview of the concepts and skills that are in the DT curriculum. You will see that your child has been assessed using sub levels within a level. The following table shows how to interpret the sub levels using Level 6 as an example.

6a	A student working at 6a will be at the top of a Level 6 and as such would be confident in the concepts and skills listed for Level 6
6b	A student working at 6b will have a good understanding of some of the concepts and skills listed for Level 6
6c	A student working at 6c will have an understanding of some of the concepts and skills listed for Level 6

Level	
8	<ul style="list-style-type: none"> I relate my research, design work and evaluations to environmental, ethical, social and cultural issues. I can explain how I have responded creatively to conflicting demands. I can write a detailed design specification, justifying my decisions and choice of materials and processes. I carry out processes accurately and consistently, using equipment and tools with extreme precision.
7	<ul style="list-style-type: none"> I use a wide range of appropriate sources of information when developing and modelling ideas. I respond creatively to design briefs by investigating form, function and production processes. I analyse trends and patterns in the existing solutions to design problems. I understand the different needs of a range of users. I develop ideas for fully functioning/realistic products. I can write a production plan which includes predicted timings for the main stages. I adapt my methods of manufacture to changing circumstances. I can modify my products to improve their performance, in the light of my evaluation.
6	<ul style="list-style-type: none"> I can develop and model ideas to show an understanding of the form and function of familiar products. I can write detailed criteria for my own products and use them to evaluate my own design ideas. I produce plans that include alternative methods of making progress. I work with a range of materials, equipment, ingredients and tools and I can understand their different characteristics. I evaluate my products as they are being used and identify ways of improving them.
5	<ul style="list-style-type: none"> I can search for and use a variety of relevant sources of information to help me develop my design ideas. I can clarify my ideas through discussion, drawing and modelling. I am aware of restrictions when selecting materials and techniques. I work from my own detailed plans and can change them when appropriate. I can work with a range of tools, equipment and components with some precision. I check my work as it progresses, solving technical problems with some creativity. I am able to test and evaluate my product, showing an understanding of the situation in which the product will be used.
4	<ul style="list-style-type: none"> I can find information about existing products and use it to guide my designs. I can listen to, record and understand the needs of the user, including limits. I can show several design ideas using words, labelled sketches and models. I can comment on my designs as they develop, using previous experience to guide me. I can draw out a step-by-step plan for the making of my product. I work with a variety of materials to make a quality product that functions. I can choose appropriate tools and use a range of them with some accuracy.
3	<ul style="list-style-type: none"> I can draw ideas that meet the needs of different users. I can get the details of my ideas across by talking, sketching and modelling. I think ahead about the order of my work and plan the making. I can choose suitable tools, equipment and methods to make my product. I use my understanding of materials to cut, shape and join them with some accuracy. I can comment on the success of my own work. I can suggest improvements.

TARGET In order for your child to improve he/she will progress through the sub levels. Over two years your child will typically progress over two levels (six sub levels). The grid can be used to identify the concepts or skills that your child needs to focus on.