Y7 DT Assessment Descriptors

	Emerging – a student whose understanding of the Y7 DT skills is still emerging will be able to:	Developing – a student who is developing their Y7 DT skills will be able to	Secure – a student who is secure in the skills in the Y7 DT curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 DT curriculum will be able to:
Research and Design Brief	Be able to produce basic research including either primary or secondary methods. Be able to understand and explain a design brief.	Be able to produce some research including either primary or secondary methods. Be able to respond to a design brief with a limited solution.	Be able to produce some research including both primary and secondary methods. Be able to respond to a design brief with a suitable solution.	Be able to produce detailed research including both primary and secondary methods. Be able to respond to a design brief with an imaginative, creative solution.
Design	Be able to produce design ideas with limited links to design brief Can label design ideas to show different parts of product.	Be able to produce interesting design ideas with some links to design brief Can label design ideas to show different parts of the design and materials	Be able to produce creative design ideas with clear links to design brief Can refer to the design brief + client when explaining/annotating design ideas	Be able to produce imaginative & innovative design ideas with meaningful links to design brief. Can justify design decisions in annotation by referring to design brief, client and research in annotation.
Make	Be able to identify key equipment and tools and know how to use them safely with a high level of support	Be able to identify key equipment and tools and know how to use them safely and accurately with some support.	Be able to identify key equipment and tools and know how to use them safely, accurately with very little support.	Be able to identify key equipment and tools and know how to use them safely, accurately with precision, independently
Evaluate	Be able to identify something new learnt in a practical lesson. Be able to suggest a way in which a product can be improved.	Be able to identify what has gone well during a practical lesson. Be able to discuss how to improve a product – pros and cons	Be able to reflect and make improvements to their product Be able to evaluate effectively against a success criteria	Be able to evaluate effectively against a success criteria and suggest modifications as a result Be able to use peer feedback to inform their product
Technical Knowledge	Be able to identify a range of materials and their properties	To understand why certain products are made from certain materials as a result of their properties.	To understand and be able to justify why certain products are made from certain materials as a result of their properties	To develop an in depth knowledge of materials and their properties and their end uses and be able to apply this when designing & making their own products
Historical Knowledge	Be able to identify the Bayeux Tapestry Be able to describe the aesthetic/style of Tudor architecture and dress	Be able to identify the Bayeux Tapestry and explain it's historical significance Be able to describe the aesthetic/style of Tudor architecture and dress and the meanings behind them	To understand and be able to analyse different sections of the Bayeux tapestry to illustrate the story of the Battle of Hastings Be able to design ideas for products with literal links to Tudor dress + architecture	To develop an in depth understanding of the meaning and story behind the Bayeux Tapestry as well as how it was constructed using embroidery Be able to design ideas for products with creative links to Tudor dress + architecture