

	2-1	Learner	3	Provisional Pass	6-5-4	PASS	9-8-7	ADVANCED	Holistic grade
Design & Creativity	I have sketched less than 3 ideas that might be basic/predictable/copied.	I have sketched a few (3+) of my own design ideas which show some degree of creativity.	I sketched at least 4 TO 5 imaginative and innovative ideas which are creative and original and are based on my research information.	I sketched 6+ different imaginative and innovative ideas which are creative and original and are clearly linked to my research information.					ADV
	I can label my sketched design idea with some notes around my drawings (www & ebi).	I sketch using pencil and colour and I can label and annotate most ideas – (www & ebi).	All of my ideas are clearly drawn and annotated with detailed notes using pencils, colour pencils, fine liner and markers.	All of my ideas are clearly drawn using blue pencil, colour pencils and fine-liner and annotated in detail explaining why I have chosen my ideas.					PASS
	My sketches need me to explain what they mean.	My ideas sometimes need me to explain what they mean.	I think about how my product will look (form) and work (function).	I justify how my product can be made thinking about materials, tools and processes.					PP
	I can explain my own ideas and make simple models/dishes to help me develop them.	I can create a list of the main features I want my designs to do.	I can create a detailed set of criteria for my product.	I can create clear and specific design criteria with justifiable outcomes based on my research reflecting any research analysis I have done.					L
	My work shows limited understanding of the task that I have to design and make.	I have a basic understanding of the task and I know what I have to design and make.	I have a good understanding of the task and refer to it in my research & designing.	I have a very good and detailed understanding of the task and frequently refer to it in my research and designing.					
My research is basic and limited and copied directly from its source.	My research limited but it is explained in my own words.	My research is explained in my own words to explain what I have found out to help me in my work.	I use various sources of suitable information to help me to design and present it in my own words						
Manufacture & Planning	I can sometimes follow step-by-step instructions and make a successful product/dish with some help.	I can follow verbal and written instructions and make a largely complete product/dish after being shown what to do.	I can plan ahead and organise myself with minimal teacher help.	I can plan ahead , organise myself and be efficient with my time					ADV
	I sometimes or regularly miss the deadlines to finish work.	I sometimes miss the deadlines.	I am able to meet deadlines.	I meet all deadlines.					PASS
	I can safely use equipment, ingredients and processes to make products which might have numerous errors.	I can safely use equipment, ingredients and processes to make products which might have a few errors or inaccuracies.	I can correctly and safely use the correct tools, equipment, ingredients and processes to make products with good levels of accuracy and quality but I may have some inaccuracies in my work.	I can select and skilfully and safely use the correct tools, equipment, ingredients and processes to make products with high levels of accuracy and quality.					PP
	I find it difficult to make changes to my work and only do it when told to do so.	I can make improvements to my products when asked.	I check my work and make changes to produce a quality product.	I quality check my work and make changes to my product so that it is the best I can do.					L
	I feel un-able/un-likely to be able to apply my skills to new situations without a teacher helping me.	I feel able to apply this skill to new situations but only with some teacher help and instructions.	I can work independently in the workshop and kitchen and feel able to apply my skills correctly to new situations but with some teacher help and advice.	I can work independently in the workshop and kitchen and feel able to apply my skills correctly to new situations without teacher guidance and advice.					
Evaluation & Testing	I can say what worked well or is 'GOOD' with my work.	I check my work as it develops and suggest sensible modifications whilst drawing or making.	I change the way in which I work to overcome difficulties as they arise.	I can independently modify my product(s).					ADV
	I can say what can be made better with my work.	I test that my product works.	I test that my product works as planned.	I change the way in which I work to overcome difficulties as they arise.					PASS
	I cannot explain why and how I made changes to my work.	I can explain why and how I made changes to my product/dish.	I evaluate my product/dish in the situation for which it is intended.	I can suggest how to improve the performance and quality of my product(s)/dishes.					PP
	I can identify the Strengths and Weaknesses of a product.	I can explain how I overcame problems that I had.	After testing my product/dish I can identify ways to improve it/them and record them.	After testing I can identify ways to improve my product(s)/dish(es) and will make my products better.					L
	I do not test or improve my work.	I am reluctant to test or improve my work.	I test my work and record how I want to improve it and how well it meets the design brief and specification etc..	I test that my work is suitable for the target user and meets the design specification/criteria and design brief.					
Communication & Literacy	I forget to make sure my name, date and Target skill level are on each page.	I try to keep my drawings and writing neat and to make sure my name, date and Target skill level are on each page.	I draw and write neatly and make sure my name, date and Target skill level are on each page.	I always draw and write neatly and make sure everything is in the correct order with my name, date and Target skill level on each page.					ADV
	My handwriting/sketches are frequently unreadable and not easily understood.	My handwriting is not always clear to read and there are a small number of errors in grammar, punctuation and spelling.	My handwriting is clear to read and shows a good grasp of grammar, punctuation and spelling.	My handwriting is legible, easily understood and shows a high level of grammar, punctuation and spelling.					PASS
	I make frequent spelling, punctuation mistakes and forget to use the correct names for things.	I don't always use full sentences but I do use some technical language/keywords and descriptive vocabulary.	I use full sentences and try to use technical language/keywords and descriptive vocabulary to describe my work and ideas.	I use full sentences and use technical language/keywords and descriptive vocabulary to describe my work and ideas.					PP
	My worksheets have white spaces for no clear reason with basic annotation with no personal opinion added.	I need to check my spellings and punctuation and read my work before deciding it is finished to make sure it can be understood.	I check my spellings and punctuation and read my work before deciding it is finished.	I check my spellings and punctuation, read and improve my work before deciding it is finished.					L
	I use 2D sketches or very basic 3D sketching and limited/messy use of colour to show my ideas.	I use basic 3D or 2D sketching with limited with use of colour, limited www and ebi to show my ideas.	My sketches are neat and to a good standard using colour, shading and 3D to communicate my ideas including www and ebi.	I always present my sketches to a high standard and when appropriate use www, ebi, colour, shading, texture and 3D to communicate my ideas.					
I need to use writing frames to help me with my writing.	I find writing frames helpful when writing.	I rarely need to use writing frames to help mew in my writing.	I can write extended paragraphs without the need for writing frames.						
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