

DESIGN

MAKE

EVALUATE

KNOW

Evidence sheets
KS3
Design & Technology

The idea of these worksheets is that they are to support teaching and learning in the classroom and in homework tasks.

With the introduction of the new National Curriculum at KS3, it is important that we retain a way of tracking pupil Progress in order to best prepare them for KS4.

These worksheets can be printed and used to support planning for differentiation in design and practical lessons. They can be kept as evidence for pupil folders or as record sheets for homework tasks.

There is an increased pressure on marking and directed, improvement and reflection time at the moment. I think that it is essential that this repetitive activity is made faster and smarter to help staff and pupils.

This year we hope to pull together the teaching and learning between a rotation of D&T subjects. Currently we offer Food Technology, Graphics and Product Design. Each pupil will study a school term in the particular specialism before rotating. Each pupil will have a folder with a tracking chart on the front and the level descriptors on the inside. This folder can stay with the pupil throughout all areas of D&T.

JAMBLED&T





L3

- I can sketch my design idea
- I can label my design idea
- I can label my design to show the different parts of my product.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L3

- I know the name of the equipment listed on my plan.
- I collect all of my listed equipment at the beginning of the lesson.
- I know how to use most tools with some accuracy in the practical lesson.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L3

- I can state something new I learned in each lesson
- I can suggest one way in which my product can be improved.
- I can get comments from others about my product.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L3

- I can identify key information from the topic.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L4

- I can sketch a range of design ideas.
- I can label a range of design ideas.
- I can label a range of designs to show the different parts of my product.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L4

- I use tools accurately, I weigh and measure ingredients and components.
- I consider the presentation of the finished product when I am using tools.
- I present my work and weigh and measure accurately.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



- L4**
- I can discuss what has gone well in the lesson and with my product.
 - I can discuss what can be improved.
 - I can discuss how to improve, during the lesson and with my product.

Design Make Evaluate Know

What/Why/How?



Date: _____ Teacher signature: _____



- L4**
- I can explain and/or demonstrate an understanding of the topic.

Design Make Evaluate Know

What/Why/How?



Date: _____ Teacher signature: _____



L5

- I can explain why I have chosen my design ideas.
- I can explain reasons for choices in a range of ideas.
- I can refer to my specification when explaining my design ideas.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L5

- I can use my plan to make my product accurately.
- I can use my plan without support.
- I know how to change my product as I make it.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L5

- I can make improvements to my product as it is made.
- I can evaluate my product against the specification.
- I can work out the cost of my product per unit.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L5

- I can transfer the knowledge from this topic into different situations.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



Design Make Evaluate Know

L6

- I can test my idea against the specification.
- I ask people what they think about my design.
- I explain the feedback and use this to support my idea.

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



Design Make Evaluate Know

L6

- I chose the correct tools to make a successful product.
- I chose the correct materials to make a successful product.
- I use the correct processes to make a successful product.

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L6

- I can evaluate how my research helped my designing, planning and making.
- I can work out the key details of the product specification of my product.
- I can evaluate the product specification of my product.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



L6

- I can analyse how the topic affects my target market.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



A&C

- My design is made based on my feedback.
- I have taken into consideration how my product might be produced on a larger scale.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:



A&C

- I can explain the changes I need to make to my plan during the lesson.
- I have used a range of techniques to ensure a highly accurate and detailed product.

Design Make Evaluate Know

What/Why/How?

JAMBLED&T



Date:

Teacher signature:

E

A&C

- I can explain the reasons for changing my designs
- I can suggest improvements to my product for different target markets.

Design Make Evaluate Know

What/Why/How?

JAMBLEDT



Date:

Teacher signature:

K

A&C

- I can critically assess the different elements of this topic.
- I can propose how different factors may affect this topic.

Design Make Evaluate Know


What/Why/How?

JAMBLEDT



Date:

Teacher signature:

	D	M	E	K	D&T
788					
A&C	<input type="checkbox"/> I have taken into consideration how my product might be produced on a larger scale. <input type="checkbox"/> My design is made based on feedback	<input type="checkbox"/> I have used a range of techniques to ensure a highly accurate and detailed product. <input type="checkbox"/> I can explain the changes I need to make to my plan during the lesson	<input type="checkbox"/> I can suggest improvements to my product for different target markets <input type="checkbox"/> I can explain the reasons for changing my design	<input type="checkbox"/> I can critically assess the different elements of this topic. <input type="checkbox"/> I can propose how different facts may affect this topic.	
6	<input type="checkbox"/> I explain the feedback and use this to support my design <input type="checkbox"/> I ask people what they think about my design <input type="checkbox"/> I have tested my idea against the specification	<input type="checkbox"/> I use the correct processes to make a successful product. <input type="checkbox"/> I chose the correct materials to make a successful product <input type="checkbox"/> I chose the correct tools and made a successful product	<input type="checkbox"/> I can evaluate the product specification of my product. <input type="checkbox"/> I can work out the key details of the product specification of my product. <input type="checkbox"/> I can evaluate how my research helped my designing, planning + making	<input type="checkbox"/> I can analyse how this topic affects my target market.	
5	<input type="checkbox"/> I can refer to my specification when explaining my designs <input type="checkbox"/> I can explain the reasons for choice in a range of ideas <input type="checkbox"/> I can explain why I have chosen my design ideas	<input type="checkbox"/> I know how to change my product as I make it <input type="checkbox"/> I can use my plan without support <input type="checkbox"/> I can use my plan to make my products accurately	<input type="checkbox"/> I can work out the cost of my product per unit. <input type="checkbox"/> I can evaluate my product against the specification <input type="checkbox"/> I can make improvements to my product as it is made.	<input type="checkbox"/> I can transfer the knowledge from this topic into different situations.	
4	<input type="checkbox"/> I can label a range of design to show the different parts of my product <input type="checkbox"/> I can label a range of ideas <input type="checkbox"/> I can sketch a range of ideas	<input type="checkbox"/> I present my work accurately. I weigh accurately <input type="checkbox"/> I consider the presentation of the finished product when I am using the tools <input type="checkbox"/> I use tools accurately. I weigh and measure ingredients and components.	<input type="checkbox"/> I can discuss how to improve, during the lesson and my product. <input type="checkbox"/> I can discuss what can be improved <input type="checkbox"/> I can discuss what has gone well in the lesson and with my product	<input type="checkbox"/> I can explain and/or Demonstrate understanding of the topic.	
3	<input type="checkbox"/> I can label my design to show the different parts of my product <input type="checkbox"/> I can label my design idea <input type="checkbox"/> I can sketch my design idea	<input type="checkbox"/> I know how to use most tools with some accuracy in the practical lesson. <input type="checkbox"/> I collect all of my listed equipment at the beginning of the lesson. <input type="checkbox"/> I know the names of the equipment listed on my plan.	<input type="checkbox"/> I can get comments from others about my product. <input type="checkbox"/> I can suggest one way in which my product can be improved <input type="checkbox"/> I can state something new I learned in each lesson	<input type="checkbox"/> I can identify key information from the topic.	
	DESIGN	MAKE	EVALUATE	KNOW	
					LEVEL DESCRIPTORS
					 JAMLED&T