Criterion A: Inquiring and analyzing

**Maximum: 8**

At the end of **year 3**, students should be able to:

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| --- | --- |
|  | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:1. **1. states** the need for a solution to a problem
2. **2. States** **some of** the main findings of relevant research.
 |
| 3–4 | The student:1. **1. outlines** the need for a solution to a problem
2. **2. states** the research needed to **develop** a solution to the problem, **with some guidance**
3. **3. outlines** **one existing** product that inspires a solution to the problem
4. **4. Develops** a **basic** design brief, which **outlines** **some of** relevant research.
 |
| 5–6 | The student:1. **1. explains** the need for a solution to a problem
2. **2. constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance**
3. **3. describes** a group of similar products that inspire a solution to the problem
4. **4. Develops** a design brief, which **outlines** the **findings** of relevant research.
 |
| 7–8 | The student:1. **1. explains** and **justifies** the need for a solution to a problem
2. **2. constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently**
3. **3. analyses** a group of similar products that inspire a solution to the problem
4. **4. Develops** a design brief, which **presents** the **analysis** of relevant research.
 |

***Year 8 Rubric for Design 2014***

1. **Explain** and **justify** the need for a **solution to a problem**
2. **Construct a research plan**, which **states** and **prioritizes the primary and secondary research** needed to develop a **solution to the problem**
3. **Analyze** a **group of similar products** that inspire a solution to the problem
4. **Develop** a **design brief**, which presents the **analysis of relevant research**.

Criterion B: Developing ideas

**Maximum: 8**

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| --- | --- |
|  | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:1. **1. lists** a few basic success criteria for the design of a solution
2. **2. presents** one design idea, which can be interpreted by others
3. **3. Creates** incomplete planning drawings/diagrams.
 |
| 3–4 | The student:1. **1. constructs** a list of the success criteria for the design of a solution
2. **2. presents** **a few** feasible design ideas, using an appropriate medium(s) **or** **explains** key features, which can be interpreted by others
3. **3. outlines** the **main** reasons for choosing the design with reference to the design specification
4. **4. Creates** planning drawings/diagrams or **lists** requirements for the chosen solution.
 |
| 5–6 | The student:1. **1. develops** design specifications, which **identify** the success criteria for the design of a solution
2. **2. presents** **a range of** feasible design ideas, using an appropriate medium(s) **and** **explains** key features, which can be interpreted by others
3. **3. presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification
4. **4. Develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.
 |
| 7–8 | The student:1. **1. develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected
2. **2. presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others
3. **3. presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification
4. **4. Develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.
 |

1. 1. **Develop a design specification** which outlines the success criteria for the design of a solution **based on the data collected**
2. 2. Present **a range of feasible design ideas**, which can be correctly interpreted by others
3. 3. Present the **chosen design** and **outline the reasons for its selection**
4. 4. Develop **accurate planning drawings/diagrams** and **outline requirements for the creation of the chosen solution.**

 At the end of year 3, students should be able to:

Criterion C: Creating the solution

**Maximum: 8**

 At the **end of year 3**, students should be able to:

1. 1. **Construct a logical plan**, which outlines the **efficient use of time and resources**, sufficient for **peers to be able to follow** to create the solution
2. 2. **Demonstrate** excellent **technical skills** when making the solution
3. 3. **Follow the plan to create the solution**, which functions as intended explain changes made to the chosen design and the plan when making the solution.
4. 4. **Present the solution as a whole**

|  |  |
| --- | --- |
|  | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:1. **1. demonstrates** **minimal** technical skills when making the solution
2. **2. Creates** the solution, which functions **poorly** and is presented **in an incomplete form**.
 |
| 3–4 | The student:1. **1. outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution
2. **2. demonstrates** **satisfactory** technical skills when making the solution
3. **3. creates** the solution, which **partially** functions and is **adequately** presented
4. **4. Outlines** changes made to the chosen design **or** plan when making the solution.
 |
| 5–6 | The student:1. **1. constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create the solution
2. **2. demonstrates** **competent** technical skills when making the solution
3. **3. creates** the solution, which functions **as intended** and is presented **appropriately**
4. **4. Outlines** changes made to the chosen design **and** plan when making the solution.
 |
| 7–8 | The student:1. **1.constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
2. **2. demonstrates** **excellent** technical skills when making the solution
3. 3. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**
4. **4. Explains** changes made to the chosen design and plan when making the solution.
 |

Criterion D: Evaluating

**Maximum: 8**

1. 1. **Describe** detailed and **relevant testing methods**, which **generate accurate data**, to **measure the success of the solution**
2. 2. **Explain** the **success** of the solution **against the design specification**
3. 3. **Describe how the solution** could **be improved**
4. 4. **Describe** the **impact of the solution** on **the client/target audience**.

 At the **end of year 3**, students should be able to:

|  |  |
| --- | --- |
|  | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:1. **1. describes** **a** testing **method**, which is used to measure the success of the solution
2. **2. States** the success of the solution.
 |
| 3–4 | The student:1. **1. describes** **a relevant** testing **method**, which generates data, to measure the success of the solution
2. **2. outlines** the success of the solution against the design specification based on relevant product testing
3. **3. lists** the ways in which the solution could be improved
4. **4. Outlines** the impact of the solution on the client/target audience.
 |
| 5–6 | The student:1. **1. describes** **relevant** testing **methods**, which generate data, to measure the success of the solution
2. **2. describes** the success of the solution against the design specification based on **relevant** product testing
3. **3. outlines** how the solution could be improved
4. **4. Describes** the impact of the solution on the client/target audience, **with** **guidance**.
 |
| 7–8 | The student:1. **1. describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution
2. **2. explains** the success of the solution against the design specification based on **authentic** product testing
3. **3. describes** how the solution could be improved
4. **4. Describes** the impact of the solution on the client/target audience.
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