**Year 2 Design and Technologies: Term 3 – Sustainable Scarecrows** Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Assessable Criteria | A | B | C | D | E |
| **Investigating** | Accurately identifies and justifies two aspects of the need for the design and creation of the scarecrow. | Identifies two aspects of the need for the design and creation of the scarecrow and makes an attempt to justify. | Identifies two aspects of the need for the design and creation of the scarecrow. | Identifies one aspect of the need for the design and creation of the scarecrow. | With support, identifies one aspect of the need for the design and creation of the scarecrow. |
| **Producing**  **(Group design)** | Student draws and labels design accurately and has shown consideration for sustainability and scarecrow design for at all three aspects. (movement, noise, reflectiveness). | Student draws and labels design accurately and has shown consideration for sustainability and scarecrow design for at least two aspects. (movement, noise, reflectiveness). | Student draws and labels design accurately and has shown consideration for sustainability and scarecrow design for at least one aspect. (movement, noise, reflectiveness). | Student makes an attempt to draw and label design and with support has shown consideration for sustainability and scarecrow design. | Student makes an attempt to draw and label design. |
| **Producing**  **(Final product)** | Student has independently followed safe work practices to carefully follow design plan to produce a final product that exactly replicates design. | Student has independently followed safe work practices to carefully follow design plan to produce a final product that replicates design. | Student has followed safe work practices to carefully follow design plan to produce a final product that mostly replicates design. | Student needs reminding to follow safe work practices to follow design to produce a final product that mostly replicates design. | Student has produced a final product with support to follow safe work practices. |
| **Collaborating and managing** | Student plans a thorough and logical sequence of steps for production of scarecrow. | Student plans a thorough sequence of steps for production of scarecrow. | Student plans a sequence of steps for production of scarecrow. | Student plans an out of order sequence of steps for production of scarecrow. | Student plans a brief sequence of steps which may or may not be in order. |
| **Evaluating** | Student uses design criteria for success to accurately and explicitly evaluate design ideas, processes and solutions of their final product. | Student uses design criteria for success to accurately evaluate design ideas, processes and solutions of their final product. | Student uses design criteria for success to evaluate design ideas, processes and solutions of their final product. | With support, student uses design criteria for success to evaluate their final product. | Student makes an attempt to evaluate their final product. |