

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

Student: \_\_\_\_\_

Assessable Criteria	A	B	C	D	E
<b>Investigating</b>	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.
<b>Producing (Group design)</b>	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.
<b>Producing (Final product)</b>	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.
<b>Collaborating and managing</b>	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.
<b>Evaluating</b>	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.