



Technology Assessment Levels



I can do this	9=			8+		8=		8-		7+		7=		7-		6+		6=		6-		5+		5=		5-		4+		4=		4-		3+		3=		3-		2+		2=		2-		1+		1=		1-		F+		F=		F-	
	RESEARCH & INVESTIGATE	<p>Recognises the needs of a variety of customer groups when responding to collected information. Seeks out specific information to help them design and plan. Analyses and evaluates research data. Compares end products to specifications analytically. Understands products are designed for planned-obsolesce.</p> <p>Responds to information they have collected. Should recognise the needs of a variety of customers. Identifies conflicting demands on their design. Can compare end products to specifications. Uses appropriate materials and resources. Understand suitability of product to particular client group.</p> <p>Responds to information they have collected. Decisions are made in planning based upon sound knowledge of physical and working characteristics of materials. Identifies conflicting demands on their design.</p> <p>Gathers and uses a wide range of appropriate research materials and explains where their source of information came from. Investigates and understands how similar products look, function and have been manufactured. Is able to explain why particular products have been designed with particular life spans. Understands and gives examples of products that have a built in obsolescence.</p> <p>Gathers and uses a range of appropriate research. Materials. Investigates and understands how similar products look, function and have been manufactured. Is able to give some reasons why particular products have been designed with particular life spans.</p> <p>Gathers and uses a range of basic research materials. Understands how similar products look, function and have been manufactured. Is able to give some basic reasons why particular products have been designed with particular life spans.</p> <p>Gathers and uses a range of basic research materials. Understands how similar products look, function and have been manufactured. Is able to give some basic reasons why particular products have been designed with particular life spans.</p> <p>Gathers and uses a limited range of research materials. Understands how similar products look, function and have been manufactured with support. Is able to give limited reasons why particular products have been designed with particular life spans.</p> <p>Gathers and uses a very limited range of research materials. Understands how similar products look, function and have been manufactured with focused support. Is able to give very limited reasons why particular products have been designed with particular life spans.</p> <p>Gathers and uses a very limited range of research materials. Understands how similar products look, function and have been manufactured with focused support. Is able to give very limited reasons why particular products have been designed with particular life spans.</p>																																																							
DESIGN & DEVELOP		<p>Decisions are made in planning based upon thorough research. Uses an extensive range of strategies to develop an extensive range of creative proposals. Has high level of communication skills and presentation skills.</p> <p>Decisions are made in planning based upon research. Uses a range of strategies to develop a wide range of creative proposals. Explains how their ideas address demands. Makes good use of presentation skills. Uses analysis to develop proposals.</p> <p>Uses a range of strategies to develop a range of fairly creative proposals. Explains how their ideas address demands. Uses analysis to develop proposals.</p> <p>Shows a range of communication techniques which are suitable to the chosen target audience. Uses a fair range of strategies to develop a range of proposals. Explains where their source of information came from. Considers how the presentation of their work has an effect upon their audience. Uses detailed feedback from users to improve the product.</p> <p>Shows a range of communication techniques which are suitable to the chosen target audience. Uses a range of strategies to develop a range of proposals. Explains where their source of information came from. Considers how the presentation of their work has an effect upon their audience. Uses feedback from users to improve the product.</p> <p>Shows a range of communication techniques which are suitable to the chosen target audience. Uses a range of strategies to develop a basic range of proposals. Explains where their source of information came from. Considers how the presentation of their work has an effect upon their audience. Uses basic feedback from users to improve the product.</p> <p>Shows a range of basic communication techniques which are often suitable to the chosen target audience. Can explain where their source of information came from with prompts. Considers how the presentation of their work has an effect upon their audience. Uses basic feedback from users to improve the product.</p> <p>Shows a limited range of basic communication techniques which are sometimes suitable to the chosen target audience. Uses a basic range of strategies to develop a limited range of proposals. Can explain where their source of information came from with direct prompts. Shows awareness of how the presentation of their work has an effect upon their audience. Uses basic feedback from limited users to improve the product.</p> <p>Shows a limited range of basic communication techniques which are sometimes suitable to the chosen target audience. Uses a basic range of strategies to develop a very limited range of proposals. Can explain where their source of information came from with direct prompts. Shows awareness of how the presentation of their work has an effect upon their audience. Uses basic feedback from limited users to improve the product.</p> <p>Shows a limited range of basic communication techniques which are sometimes suitable to the chosen target audience. Uses a basic range of strategies to develop a very limited range of proposals. Can explain where their source of information came from with direct prompts. Shows awareness of how the presentation of their work has an effect upon their audience. Uses basic feedback from limited users to improve the product.</p>																																																							

PRACTICAL ABILITY	Works from formal plans they create themselves. Shows high degree of precision with use of equipment. Makes best use of time and resources. Make products that are robust, reliable and that fully meet the quality requirements in the proposal and specs. Shows highly detailed accuracy skills. Designs own quality control systems e.g. Jigs, Gauges.	Uses own plans to organise resources and time management. Shows excellent precision and use of tools/ equipment/ materials. Uses of quality control systems e.g. Jigs, Gauges. Shows detailed accuracy. Makes products that meet most specifications. Modifies complex quality control systems e.g. Jigs, Gauges.	Uses own plans to organise resources and time management. Uses appropriate materials and resources. Shows good precision use of tools/ equipment/ materials. Makes products that meet majority of the specifications. Shows accuracy in making a series of identical products. Modifies quality control systems e.g. Jigs, Gauges.	Develops own plans with support to organise resources and time management. Uses appropriate materials and resources. Shows precision use of tools/ equipment/ materials. Makes products that meet main points of the specifications. Shows fair accuracy in making a series of identical products. Uses quality control systems e.g. Jigs, Gauges.	Produces time plans that are generally realistic with times and dates. Understands fully how equipment, tools, machinery work and attempts to explain some of the mechanical principles involved. Carefully considers the aesthetic appearance of the product and can explain why these aesthetic properties are important to the user. Uses pre-made gauges, templates and jigs to ensure accuracy and quality of finish.	Produces basic time plans that are generally realistic with times and dates. Understands how equipment, tools, machinery work and attempts to explain some of the basic mechanical principles involved. Considers the aesthetic appearance of the product and can explain why these aesthetic properties are important to the user. Uses pre-made gauges, templates and jigs to ensure accuracy and quality of finish.	Produces simple time plans that are generally realistic with times and dates. Understands how equipment, tools, machinery work and attempts to explain some of the basic mechanical principles involved with support. Considers the aesthetic appearance of the product and is aware of why these aesthetic properties are important to the user. Uses pre-made gauges, templates and jigs to ensure fair accuracy and quality of finish.	Produces simple time plans that are generally realistic. Understands how equipment, tools, machinery work and attempts to explain some of the basic mechanical principles involved with focused support. Considers the aesthetic appearance of the product and shows some awareness of why these aesthetic properties are important to the user. Uses pre-made gauges, templates and jigs to ensure fair accuracy and quality of finish.	Produces simple time plans that are somewhat realistic. Understands how equipment, tools, machinery work and makes some attempt to explain some of the basic mechanical principles involved with focused support. Considers the aesthetic appearance of the product and shows some awareness of why these aesthetic properties are important to the user. Is aware of gauges, templates and jigs to ensure fair accuracy and quality of finish.	Produces simple time plans that are somewhat realistic. Understands how equipment, tools, machinery work and makes some attempt to explain some of the basic mechanical principles involved with focused support. Considers the aesthetic appearance of the product and shows some awareness of why these aesthetic properties are important to the user. Is aware of gauges, templates and jigs to ensure fair accuracy and quality of finish.
HEALTH & SAFETY PRACTICES	Shows an exceptionally mature approach to his work. Shows upmost respect when working with tools and his environment. Is always considerate for his own and others safety	Shows a mature approach to his work. Shows upmost respect when working with tools and his environment. Is always considerate for his own and others safety.	Shows a mature approach to his work. Shows respect when working with tools and his environment. Is always considerate for his own and others safety.	Demonstrates a respectful approach to his work. Shows sound consideration when working with tools and his environment. Is considerate for his own and others safety.	Demonstrates a respectful approach to his work. Shows sound consideration when working with tools and his environment. Is considerate for his own and others safety.	Generally has a respectful approach to his work. Shows sound consideration when working with tools and his environment. Is considerate for his own and others safety.	Can show a respectful approach to his work. Shows some consideration when working with tools and his environment. Is fairly considerate of his own and others safety.	Can show a respectful approach to his work. Shows some consideration when working with tools and his environment. Is fairly considerate of his own and others safety.	Can show a respectful approach to his work with monitoring support. Shows some consideration when working with tools and his environment, requiring some prompts. Is fairly considerate of his own and others safety.	Can show a respectful approach to his work with focused monitoring and support. Shows some consideration when working with tools and his environment, requiring prompts. Is somewhat considerate of his own and others safety.
EVALUATE	Can quality test and evaluate their products without bias. Understands suitability of product to particular client group.	Can test and evaluate their products without bias. Understands suitability of product to client groups.	Can compare end product to specifications without bias.	Can thoroughly test the product in order to establish how well it is working. Detailed considerations of others' opinions is shown in the evaluation process.	Can test the product in order to establish how well it is working. Shows thorough consideration of others opinions in the evaluation process	Can test the product in order to establish how well it is working. Shows some consideration of others opinions in the evaluation process.	Can test the product with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.	Can test the product with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.	Can test the product with prompts in order to establish how well it is working. Shows limited consideration of others opinions in the evaluation process.	Can test the product with prompts in order to establish how well it is working. Shows limited consideration of others opinions in the evaluation process.
TECHNICAL KNOWLEDGE	Has an extensive knowledge of the characteristics of a wide range of materials.	Excellent knowledge of physical and working characteristics of a wide range of materials.	Very good knowledge of physical and working characteristics of a wide range of materials.	Good knowledge of physical and working characteristics of a wide range of materials.	Good knowledge of physical and working characteristics of a range of materials.	Fair knowledge of physical and working characteristics of a range of materials.	Fair knowledge of physical and working characteristics of some materials.	Fair knowledge of physical and working characteristics of some materials.	Fair knowledge of physical and working characteristics of some materials.	Limited knowledge of physical and working characteristics of some materials.