



Year 5 Design Technology Progress Ladder

Teacher assessment – What you have done well will be highlighted in green ■

Teacher Assessment – What you need to improve on will be highlighted in pink ■

		Investigation and Context	Design, Development and Planning	Making	Testing and Evaluation
		Identify design possibilities and understand how key events and individuals in design and technology have helped shape the world.	Use research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through a variety of techniques.	Select from and use a wider range of appropriate tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.	Analyse existing products and evaluate your own design ideas and products created against your design criteria. Consider the views of others to improve your work.
Greater Depth Working above age related expectations	Self-Assessment				
	Success Criteria	I can recognise some important information and resources when researching and show some understanding of my brief/target market/audience. This has helped me to develop some appropriate ideas.	I have begun to develop my ideas and choices. I have tried to challenge myself with my design choice. I can develop a detailed specification for my work and used this to explore more challenging design ideas.	I can mark out, cut and shape materials accurately. I can assemble, join and combine materials and components accurately. I have shown I understand the need for care. I can demonstrate detail and accuracy in the use of my tools and equipment. I have developed my skills in being able to create work that reflects my ideas.	I can show a sound understanding of how I have worked and recognised how my work can be evaluated. I have identified and discussed good points and areas for improvement. Connectives and some complex sentences have been used.
Expected Meeting age related expectations	Self-Assessment				
	Success Criteria	I can show some understanding of what to research and have begun to collect information for my work by using two sources for research.	I can produce design ideas that are varied and creative. All ideas are complete. I can clarify my ideas when asked to using words or drawings to explain some of the detail. I can develop my own design criteria and use these to inform my ideas.	I can mark out, cut and shape materials with some accuracy. I can assemble, join and combine materials and components with some accuracy. I can use the correct tools and equipment with some accuracy and have shown some attention to detail. I need to apply more attention to the look/function of my work as this would give me better marks.	I can give an account of what I have done, identifying some good and weak aspects of my work using simple connectives.



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High Working Towards Working towards age related expectations	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;">Self-Assessment</th> <th style="background-color: #d9ead3;">Success Criteria</th> </tr> </thead> <tbody> <tr> <td></td> <td>I have started to collect pictures from one source, they are mostly related to the project.</td> </tr> </tbody> </table>	Self-Assessment	Success Criteria		I have started to collect pictures from one source, they are mostly related to the project.	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;">Self-Assessment</th> <th style="background-color: #d9ead3;">Success Criteria</th> </tr> </thead> <tbody> <tr> <td></td> <td>I can use drawings only to describe my designs. Designs may not always be inspired by research. Presentation may be lacking.</td> </tr> <tr> <td></td> <td>I understand what a design criteria is and can write a basic one.</td> </tr> </tbody> </table>	Self-Assessment	Success Criteria		I can use drawings only to describe my designs. Designs may not always be inspired by research. Presentation may be lacking.		I understand what a design criteria is and can write a basic one.	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;">Self-Assessment</th> <th style="background-color: #d9ead3;">Success Criteria</th> </tr> </thead> <tbody> <tr> <td></td> <td>I can mark out, cut and shape materials with help/guidance.</td> </tr> <tr> <td></td> <td>I can assemble, join and combine materials and components with help/guidance.</td> </tr> <tr> <td></td> <td>I can use/select tools and equipment with help/guidance but have shown minimal attention to detail. My work does not always match my designs.</td> </tr> </tbody> </table>	Self-Assessment	Success Criteria		I can mark out, cut and shape materials with help/guidance.		I can assemble, join and combine materials and components with help/guidance.		I can use/select tools and equipment with help/guidance but have shown minimal attention to detail. My work does not always match my designs.	<table border="1"> <thead> <tr> <th style="background-color: #d9ead3;">Self-Assessment</th> <th style="background-color: #d9ead3;">Success Criteria</th> </tr> </thead> <tbody> <tr> <td></td> <td>I can identify something that went well and something that could be improved.</td> </tr> <tr> <td></td> <td>I can record some simple sentences but capital letters may be missing and spellings are not always correct. Good presentation and detail can sometimes be lacking.</td> </tr> </tbody> </table>	Self-Assessment	Success Criteria		I can identify something that went well and something that could be improved.		I can record some simple sentences but capital letters may be missing and spellings are not always correct. Good presentation and detail can sometimes be lacking.
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Photo of Prototype made in DT

Title: _____
WWW: _____
EBI: _____