

Technology Rubric

Student name _____

Group _____

Curriculum Level 4

Teacher's Assessment

Focus		Below	Within Level 4		Above
Components of Technological Practice	Brief Development	<ul style="list-style-type: none"> Unable to identify the need or opportunity from the context. Is unable to write a conceptual statement. Yet to consider stakeholders other than themselves. Is yet to identify key attributes. 	<ul style="list-style-type: none"> Beginning to identify the need or opportunity from the given context. With support writes a conceptual statement. Stakeholders are consulted in regard to the intended outcome. Identifies and describes key attributes. 	<ul style="list-style-type: none"> Identifies a need or opportunity from the given context. Writes a conceptual statement. Identifies key attributes for an outcome informed by stakeholder considerations. Identifies key attributes that allow an outcome to be evaluated as fit for purpose. 	<ul style="list-style-type: none"> Independently identifies a need or opportunity from the given context. Conceptual statement is communicated clearly and independently Stakeholder feedback is evident in identifying key attributes. Provides specific details to ensure the outcome is fit for purpose.
	Planning for Technological Practice	<ul style="list-style-type: none"> Requires teacher assistance to use planning tools. Requires teacher assistance to review progress. 	<ul style="list-style-type: none"> Beginning to use planning tools in order to record and review relevant information. Beginning to review progress and time management at set points. 	<ul style="list-style-type: none"> Can independently use planning tools to manage time, identify and record key stages, associate resources and actions to be undertaken, with progress review points clearly indicated. Review progress at set points and revise time management as appropriate to ensure completion of an outcome. 	<ul style="list-style-type: none"> Selects appropriate planning tools for own use. Independently records decision making as a result of reviewing progress at set points.
	Outcome Development and Evaluation	<ul style="list-style-type: none"> Requires support to describe ideas or potential outcomes. Requires support to undertake simple functional modelling. Yet to understand the importance of testing key properties. Cannot produce a prototype of an outcome. With support evaluates the outcome against the need or opportunity. 	<ul style="list-style-type: none"> Beginning to describe ideas or potential outcomes. Beginning to undertake functional modelling that addresses the key attributes, in a conceptual design. Beginning to test key properties of materials/components. With support can produce and trial a prototype of the outcome. Beginning to evaluate the fitness for purpose of the final outcome against the key attributes. 	<ul style="list-style-type: none"> Describes design ideas or potential outcomes. Undertakes functional modelling to develop design ideas into a conceptual design that addresses the key attributes. Tests the key performance properties of materials/components. Produces and trials a prototype of the outcome. Evaluates the fitness for purpose of the final outcome against the key attributes. 	<ul style="list-style-type: none"> Generates design ideas from informed research. Critically analyses options for functional modelling and independently undertakes one. Makes an informed decision based on the testing of key performance properties. With increased independence produces and trials a prototype of an outcome. Critically evaluates the fitness for purpose of the final outcome against the key attributes.
	Demonstrates understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates a limited understanding of technological practice. 	<ul style="list-style-type: none"> Demonstrates some understanding of technological practice in developing an outcome. 	<ul style="list-style-type: none"> Demonstrates an understanding of technological practice in developing an outcome. 	<ul style="list-style-type: none"> Demonstrates a sound understanding of technological practice in developing an outcome.

Safety

Safely apply skills in using tools and equipment.	Limited ability to use tools and equipment accurately and safely.	Sometimes uses tools and equipment accurately and safely.	Consistently uses tools and equipment accurately and safely.	Uses a wider range of tools and equipment accurately and safely.
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Key Competencies in Technology

		1	2	3	4	5	6	7	8	9	10
MANAGING SELF	Ability to set personal goals, plan and have high personal standards	Limited ability to use time effectively.		Can sometimes use time efficiently and considers others.			Can use time efficiently and considers others.		Independently manages time efficiently. Works cooperatively.		Consistently and independently manages time efficiently. Consistently works cooperatively.
THINKING	Using creative, critical and reflective thinking in technology	Limited ability. Responds to immediate situation only.		Developing with support basic aspects of creative, critical or reflective thinking.			Requires guidance or prompting to use the range of thinking required.		Independently and actively using creative, critical and reflective thinking in technology. Beginning to relate new learning to range of other situations.		Consistently and independently using creative, critical and reflective thinking in technology. Relates new learning to a range of other situations.
UNDERSTANDING LANGUAGE, SYMBOLS & TEXT	Interpret and use words, numbers, images and symbols in a range of contexts	Limited ability to interpret and use language, symbols, images and text.		Developing with support the ability to interpret and use language, symbols, images and text.			Requires guidance and/or prompting to interpret and use of language, symbols, images and text.		Competently interprets and responds to language, symbols, images and text.		Consistent, exemplary interpretation and response to language, symbols, images and text in a range of contexts.

Application to Technology

1	2	3	4	5	6	7	8	9	10
Reluctant	Passive	Requires constant direction to be kept on task	Occasionally requires direction to be kept on task	Gets on with the task without disrupting others - 'doing the business'	Positive attitude and produces a satisfactory outcome	On task and keen to produce a good outcome	Frequently on task, beginning to challenge self	Self motivated and aspiring to produce best at all times	Qualities of 8 & 9 + actively involved with what they are doing at all times

Colour Key

Pink	Hard Materials	Green	Fabric	Yellow	Electronics	Orange	Art	Blue	Food
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