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| **FOOD AND TECHNOLOGY SCHOOL-ASSESSED TASK** | | |
| **ASSESSMENT CRITERIA** | | |
| Assessor: | Student: | Student no.: |

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| **CRITERIA** | **LEVELS OF PERFORMANCE** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| ***1. Skill in developing a design brief and criteria for evaluation.*** | 0  | Limited information is provided in the design brief.  A very limited range of specifications from the design brief is included.  A very limited range of evaluation criteria, few which relate to the information contained in the design brief context and/or specifications, is provided.  1  2  | Some relevant information is provided in the design brief that contains a limited description of the context.  A limited range of specifications in the design brief is identified.  A limited range of evaluation criteria provided, some of which relate to the information contained in the design brief context and/or specifications and support limited responses.  3  4  | Relevant information is provided in the design brief with a clear description of the context.  Most specifications in the design brief (considerations and constraints) are identified.  Relevant evaluation criteria reflect most of the information contained in the design brief context and specifications and support appropriate responses.  5  6  | Thorough, relevant information is provided in the well-structured design brief with a clear description of the context.  The specifications in the design brief (considerations and constraints) are clearly identified.  A range of clearly expressed, relevant evaluation criteria reflects all the information contained in the design brief context and specifications and support detailed responses.  7  8  | Comprehensive, coherent and relevant information is provided in the highly structured design brief with a clear and thorough description of the context.  The specifications in the design brief (considerations and constraints) are very clearly identified and relevant, and express strong understanding of the task.  A range of very clear and well-expressed, relevant  evaluation criteria reflects all the information contained in the design brief context and specifications, and support detailed and comprehensive responses.  Clear development of criteria to reflect the theme of the task, enabling the exploration and development of creative ideas.  9  10  |