Jason
"Summative Assessment -IDU - Design - G7 "
MYP Criteria

A	B	C	D
3	3	3	3

Criterion A: Inquiring and Analysing
You did a great job gathering responses to your questions—well done for showing this effort. It would have been even better if you had included these responses directly in your portfolio, so the reader could see how they influenced your ideas. The same goes for your Venn diagram, which would have helped strengthen this section. It's clear that your research led you towards a suitable solution for your game.

Criterion B: Developing Ideas
It was good to see that you included a sketch and thought about the size and layout of your game—this shows good attention to detail. You also came up with a creative idea by adding a penalty system—well done. To make this section even stronger, try to develop and explore a few more ideas first (perhaps through brainstorming or simple sketches) before deciding on the final design. Also, be sure to include any useful sketches or work from class in your portfolio.

Criterion C: Creating the Solution
You showed good teamwork and engagement during the creation of the game. It would have improved this section to explain a little more about why the changes you made helped make the design more successful. A short sentence or two about how the changes improved the gameplay would make your thinking clearer.

Criterion D: Evaluating
It's good that you recognised the outcome of your game and showed some awareness of how it played out. To develop this section, try to add one or two ideas about what you would improve next time. For example, would you change a rule, the equipment, or something about the way the game is played? Even a small suggestion would show strong reflection.

Overall Comments:
You've worked well with your team and shown good engagement throughout this project—well done! Your effort in creating your game is clear, and you are making good progress in following the design cycle.

Improvements for your next portfolio:
Structure your portfolio using four clear sections: Inquiring and Analysing, Developing Ideas, Creating the Solution, Evaluating
Include the work you completed in class (you can use sketches or diagrams—these work very well and you don't need lots of writing).
Make sure to add your class sketches and Venn diagram, as they help show your thinking process.
Keep up the good teamwork and focus on adding just a little more explanation in your next project.

Criteria A: Inquiring and analysing

	0	1-2	3-4	5-6	7-8
ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem	The student **does not** reach a standard described by any of the descriptors		The student **states** the research needed to **develop** a solution to the problem, **with some guidance**	The student **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance**	The student **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently**
iii. analyse a group of similar products that inspire a solution to the problem	The student **does not** reach a standard described by any of the descriptors		The student **outlines one existing** product that inspires a solution to the problem	The student **describes** a group of similar products that inspire a solution to the problem	The student **analyses** a group of similar products that inspire a solution to the problem
iv. develop a design brief, which presents the analysis of relevant research	The student **does not** reach a standard described by any of the descriptors	The student **states some of** the main findings of relevant research	The student **develops a basic** design brief, which **outlines some of the findings** of relevant research	The student **develops** a design brief, which **outlines** the **findings** of relevant research	The student **develops** a design brief, which **presents** the **analysis** of relevant research

Criteria B: Developing ideas

	0	1-2	3-4	5-6	7-8
ii. present a range of feasible design ideas, which can be correctly interpreted by others	The student **does not** reach a standard described by any of the descriptors	The student **presents** one design idea, which can be interpreted by others	The student **presents a few** feasible design ideas, using an appropriate medium(s) **or explains key features, which can be interpreted by others**	The student **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others	The student **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others
iii. present the chosen design and outline the reasons for its selection	The student **does not** reach a standard described by any of the descriptors		The student **outlines** the **main** reasons for choosing the design with reference to the design specification	The student **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification	The student **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification
iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	The student **does not** reach a standard described by any of the descriptors	The Student **creates** incomplete planning drawings/diagrams.	The student **creates** planning drawings/diagrams or **lists** requirements for the chosen solution	The student **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution	The student **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution

Criteria C: Creating the solution

	0	1-2	3-4	5-6	7-8
i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution	The student **does not** reach a standard described by any of the descriptors		The student **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution	The student **constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solution**	The student **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii. demonstrate excellent technical skills when making the solution	The student **does not** reach a standard described by any of the descriptors	The Student **demonstrates minimal** technical skills when making the solution	The student **demonstrates satisfactory** technical skills when making the solution	The student **demonstrates competent** technical skills when making the solution	The student **demonstrates excellent** technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended	The student **does not** reach a standard described by any of the descriptors	The student **creates** the solution, which functions **poorly** and is presented **in an incomplete form**	The student **creates** the solution, which **partially** functions and is **adequately** presented	The student **creates** the solution, which functions **as intended** and is presented **appropriately**	The student follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**
iv. explain changes made to the chosen design and plan when making the solution	The student **does not** reach a standard described by any of the descriptors		The student **outlines** changes made to the chosen design **or** plan	The student **outlines** changes made to the chosen design **and** plan	The student **explains** changes made to the chosen design and plan

	0	1-2	3-4	5-6	7-8
			when making the solution	when making the solution	when making the solution

Criteria D: Evaluating

	0	1-2	3-4	5-6	7-8
i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution	The student **does not** reach a standard described by any of the descriptors	The student **describes a** testing **method**, which is used to measure the success of the solution	The student **describes a relevant** testing **method, which generates data, to measure the success of the solution**	The student **describes relevant** testing **methods**, which generate data, to measure the success of the solution	The student **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution
ii. explain the success of the solution against the design specification	The student **does not** reach a standard described by any of the descriptors	The student **states** the success of the solution	The student **outlines** the success of the solution against the design specification based on relevant product testing	The student **describes** the success of the solution against the design specification based on **relevant** product testing	The student **explains** the success of the solution against the design specification based on **authentic** product testing
iii. describe how the solution could be improved	The student **does not** reach a standard described by any of the descriptors		The student **lists** the ways in which the solution could be improved	The student **outlines** how the solution could be improved	The student **describes** how the solution could be improved
iv. describe the impact of the solution on the client/target audience.	The student **does not** reach a standard described by any of the descriptors		The student **outlines** the impact of the solution on the client/target audience	The student **describes** the impact of the solution on the client/target audience, **with guidance**	The student **describes** the impact of the solution on the client/target audience