

Allysha

"Summative Assessment -IDU - Design - G7 "

MYP Criteria

A	B	C	D
4	5	5	2

Criterion A: Inquiring and Analysing

It's great to see that you included your questionnaire and drew a conclusion from the results—well done. However, it's a pity that your Venn diagram wasn't also included, as it would have strengthened your analysis. In future, aim to clearly identify the specific areas you researched, such as equipment, rules, and skills. This helps show how your findings support your design decisions. Suggestion: Add a list or paragraph explaining the key focus areas of your research and how they relate to your game design.

Criterion B: Developing Ideas

It's good that you considered more than one design idea. Naming each idea was a strong choice, as it helps the reader follow your thinking. To enhance this further, include sketches for each concept with clear annotations—visuals are very helpful for understanding gameplay. When introducing your final chosen design, try to justify your decision. For example, use a SWOT analysis or compare your design to your original specification to show how it best met the brief. Suggestion: Include a short explanation of why you chose your final idea, with references to your research or design specification.

Criterion C: Creating the Solution

Your portfolio gives a clear explanation of the game and how it is played—this is well done. You've also included some reference to how team members contributed, which is important for showing the collaborative aspect of the project. To further develop this section, consider describing the steps your team followed to build and test the game, and reflect briefly on how well your group worked together.

Criterion D: Evaluating

This section is currently missing, and it is a vital part of the design cycle. A complete evaluation should include reflection on both the final game and the design process itself. What worked well? What would you improve? How well did your game meet the needs of your audience or your initial goals? These reflections help show your ability to think critically and learn from the experience.

Suggestion: Write a short evaluation, referring back to your design specification and identifying at least one improvement you would make.

Overall Comments:

Your portfolio shows promise, with some thoughtful commentary on your process. However, some key areas—particularly evaluation—were missing or underdeveloped. Structuring your work more clearly and providing stronger justifications for your choices will help strengthen future projects.

Improvements for your next portfolio:

Add a contents page and include page numbers.

Introduce your project clearly with a short overview.

Structure your portfolio using the four key headings: Inquiring and Analysing, Developing Ideas, Creating the Solution, and Evaluating.

Include more visuals (sketches, diagrams) with annotations.

Ensure you complete the evaluation section with specific reflections.

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