Inya
"Summative Assessment -IDU - Design - G6 "
MYP Criteria

A	B	C	D
7	7	7	6

Criterion A: Inquiring and Analysing
A strong start to your portfolio, with an engaging background section and powerful visuals. You have effectively identified and rated the importance of four key research areas—well done. To strengthen this further, it would have been beneficial to explain which parts of your questionnaire you planned to carry through into your game design. This would show a more direct link between your research and your final product.

Criterion B: Developing Ideas
It's great to see you focusing on two important aspects: functionality and audience. These are key to the success of your game. The presentation of your chosen design is clear and thoughtful. To enhance this further, include a summary list of the equipment required—even though it is mentioned in parts of the portfolio, gathering it in one place would improve clarity for the user.

Criterion C: Creating the Solution
Good work on creating a timing plan to support your process. This shows forward-thinking and organisation. This section could be improved by including a short reflection on how you worked as a team to bring your idea to life. For example, describe how roles were divided and how collaboration helped to create the final game.

Criterion D: Evaluating
You've shown a good level of honesty and resilience in your reflection—this is important for growth and improvement. To take your evaluation further, link back clearly to the two focus areas you identified earlier: functionality and audience. Also, be specific when suggesting changes—state which rule you would revise and explain what the new rule would be and why.

Overall:
Your portfolio is well presented with a clear layout and strong visual elements. It's easy to follow and shows good effort throughout.

Improvements for your next portfolio:
Include more detailed commentary and personal reflections on possible improvements
Make sure to explicitly connect different sections of your portfolio (e.g. research to design, design to evaluation)

Criteria A: Inquiring and analysing

	0	1-2	3-4	5-6	7-8
ii. state and prioritize the main points of 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 some** points of research needed to **develop** a solution, **with some guidance**	The student **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance**	The student **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance**
iii. describe the main features of an existing product that inspires a solution to the problem	The student **does not** reach a standard described by any of the descriptors		The student **states** the main features of an existing product that inspires a solution to the problem	The student **outlines** the main features of an existing product that inspires a solution to the problem	The student **describes** the main features of an existing product that inspires a solution to the problem
iv. present the main findings of relevant research.	The student **does not** reach a standard described by any of the descriptors	The student **states** the findings of research	The student **outlines some of**the main findings of research	The student **outlines** the main findings of relevant research	The student **presents** the main findings of relevant research

Criteria B: Developing ideas

	0	1-2	3-4	5-6	7-8
ii. present 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 more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others	The student **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others	The student **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others
iii. present the chosen design	The student **does not** reach a standard described by any of the descriptors		The student **states** the key features of the chosen design	The student **presents** the chosen design **stating** the key features	The student **presents** the chosen design **describing** the key features
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student **does not** reach a standard described by any of the descriptors	The Student **creates** an incomplete planning drawing/diagram.	The student **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution	The student **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution	The student **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution

Criteria C: Creating the solution

	0	1-2	3-4	5-6	7-8
i. outline a plan, which considers the use of resources and time, 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 **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution	The student **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution	The student **outlines** a plan, which **considers** the use of resources and time, 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. list the 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 **states one change** made to the chosen design **or** plan	The student **states one change** made to the chosen design **and** plan	The student **lists the 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. outline simple, relevant testing methods, which generate data, to measure the success of the solution	The student **does not** reach a standard described by any of the descriptors	The student **defines** a testing method, which is used to measure the success of the solution	The student **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution	The student **defines relevant** testing **methods**, which generate data, to measure the success of the solution	The student **outlines simple, relevant** testing methods, which generate data, to measure the success of the solution
ii. outline 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 **states** the success of the solution against the design specification based on the results of **one relevant** test	The student **states** the success of the solution against the design specification based on **relevant** product testing	The student **outlines** the success of the solution against the design specification based on **authentic** product testing
iii. outline how the solution could be improved	The student **does not** reach a standard described by any of the descriptors		The student **states one way** in which the solution could be improved	The student **outlines one way** in which the solution could be improved	The student **outlines** how the solution could be improved
iv. outline 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 **states one way** in which the solution can impact the client/target audience	The student **outlines** the impact of the solution on the client/target audience, **with guidance**	The student **outlines** the impact of the solution on the client/target audience