

Reuben

"Summative Assessment -IDU - Design - G6 "

MYP Criteria

A	B	C	D
5	6	6	5

Criterion A: Inquiring and Analysing

Your opening paragraph sets the scene well—this is a strong introduction. However, the phrase “some other things” is a bit vague. Try to be more specific about what those other elements are. You’ve provided a good summary of your questionnaire. To improve this section, clearly explain how you used your findings to influence and shape your design decisions.

Criterion B: Developing Ideas

You acknowledged that this section felt “a bit of a mess”, which shows honest reflection. That said, it’s something you could have addressed by organising your ideas more clearly. The goal here is to get your design ideas down on paper—which you did—so well done for that. You could enhance this section by improving how your ideas are presented, possibly with more structured visuals or clearer explanations.

Criterion C: Creating the Solution

It’s great that you recorded how your group decided on the final idea—this shows collaboration and decision-making. Your rules, skills and equipment lists are clearly presented, which makes it easier for the reader to understand how the game works.

Criterion D: Evaluating

You've done a good job reflecting on what went wrong and what could be improved. To strengthen this section, include more specific examples—for instance, identify exactly which rule you would change and explain how and why you would change it. Specific suggestions show deeper thinking and a clearer understanding of the evaluation process.

Overall:

Good to see a contents page—this could be improved further by adding page numbers. You’ve made good use of completed classwork and sketches, which helps support your portfolio.

Improvements for your next portfolio:

Make vague phrases more specific, especially in your introduction.

When sketches are unclear, add labels or annotations to improve clarity.

Aim to present your ideas in a more organised and professional way.

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