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

A	B	C	D
6	5	5	4

Criterion A: Inquiring and Analysing
You've demonstrated a good understanding of your research, clearly identifying three key focus areas—well done. However, it would have been helpful to include the results of your Venn diagram and questionnaire within the portfolio. While these were shared on the community website, they should be part of your final submission. The Venn diagram itself could also benefit from a few more detailed points. It's a real shame that you didn't include your mind map and summary analysis from the lesson, as these showed strong thinking and would have supported your work.

Criterion B: Developing Ideas
You've written a clear design specification. To strengthen your game description, it would be helpful to include more sketches. These visuals make it much easier for the reader to understand how your game works and would support your written ideas.

Criterion C: Creating the Solution
It's good to see that you included a plan in your portfolio. Your group prepared some excellent work during the lessons, but unfortunately, much of it was not included in the final version. Adding this would have provided a clearer picture of the development process.

Criterion D: Evaluating
Your evaluation is quite general. To improve this, refer back directly to your design specification and assess how well your game met those criteria. Try to identify specific areas for improvement. For example, which rule would you change, and how would you make the rules more understandable for players? On a positive note, it's encouraging to see that you feel your communication and reflection skills have developed.

Overall:
A clear and organised cover page. Good to see that you included a contents page—this could be even more useful if you added page numbers.

Improvements for your next portfolio:
Include sketches and previous classwork (you could cut and paste this in).
Avoid humorous or informal comments—aim for a more professional tone.
Make sure all helpful visuals and planning work from lessons are carried over into your final submission.

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