James
"Summative Assessment -IDU - Design - G9 "
MYP Criteria

A	B	C	D
3	3	4	3

Criterion A: Inquiring and Analysing
You should have included your questionnaire and the Venn diagram you created in class, as these would have helped strengthen this section. It was good that you made the conclusion that the game should be played using both hands and feet — this shows some initial thinking about how the sports could be combined.
Remember, a design brief is a short statement that explains what you are designing, why you are designing it, and who it is for. Your design brief needs to be written clearly to show this.

Criterion B: Developing Ideas
This section was not addressed in the portfolio. You need to include at least three different design ideas, with sketches and annotations to help explain your thinking. You should also explain how you chose your final idea.

Criterion C: Creating the Solution
This section was not addressed in the portfolio. You need to include commentary on how you and your team worked to prepare and create your game. This should include the steps you followed, equipment used, and how the game was tested.

Criterion D: Evaluating
This section was not addressed in the portfolio. You should include an evaluation of your game. This would include how you tested the game, what worked well, what you would improve, and your reflections on what you learned during the process.

Overall Comments:
Your portfolio has not yet addressed the Developing Ideas, Creating the Solution, or Evaluating sections of the design cycle. The portfolio needs more detail and structure in each section to fully show your thinking and how you created your game. You should aim to expand the content significantly in your next project. You have made some good initial effort — with more detail and clearer organisation, you can make strong progress in future projects.

Improvements for your next portfolio:
Include a contents page with page numbers.
Structure your portfolio using the four main sections of the design cycle: Inquiring and Analysing, Developing Ideas, Creating the Solution, Evaluating.
Explain the process you went through in each section.
Include sketches with annotations to help show your ideas clearly.
Expand the content significantly to fully cover all stages of the project.

Criteria A: Inquiring and analysing

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

Criteria B: Developing ideas

	0	1-2	3-4	5-6	7-8
ii. develop 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, which can be interpreted by others	The student **presents a few** feasible designs, using an appropriate medium(s) **or** annotation, which can be interpreted by others	The student **develops a range of** feasible design ideas, using an appropriate medium(s) **and** annotation, which can be interpreted by others	The student **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** annotation, which can be **correctly** interpreted by others
iii. present the chosen design and justify its selection	The student **does not** reach a standard described by any of the descriptors		The student **justifies** the selection of the chosen design with reference to the design specification	The student **presents** the chosen design and **justifies** its selection with reference to the design specification	The student **presents** the chosen design and **justifies fully and critically** its selection with **detailed** reference to the design specification
iv. develop accurate and detailed planning drawings/diagrams and outline the 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 creation of the chosen solution	The student **develops accurate** planning drawings/diagrams and **lists** requirements for the creation of the chosen solution	The student **develops accurate and detailed** 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 describes 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 **constructs a plan** that contains some production details, resulting in peers having difficulty following the plan	The student **constructs a logical plan**, which considers time and resources, sufficient for peers to be able to follow to create the solution	The student **constructs a detailed and logical plan**, which **describes** 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. fully justify changes made to the chosen design and plan when making the solution.	The student **does not** reach a standard		The student **outlines** changes made to the chosen design and plan	The student **describes** changes made to the chosen design and plan	The student fully **justifies** changes made to the chosen design

	0	1-2	3-4	5-6	7-8
	described by any of the descriptors		when making the solution	when making the solution	and plan when making the solution

Criteria D: Evaluating

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