Chris
"Summative Assessment -IDU - Design - G8 "
MYP Criteria

A	B	C	D
-	6	5	4

Criterion A: Inquiring and Analysing
This criterion was not assessed as you joined the school after we had completed this section. For future reference, it would be useful for you to add a short section explaining what you would have done — for example, outlining what research you might carry out, what areas you would explore, and how this research would inform your game design.
Criterion B: Developing Ideas
It would have been good to include the sketches you produced in class in your portfolio, as this would make it easier for the reader to follow your thinking. Your in-class sketches were simple but effective in communicating your design ideas.
Your chosen design covered the equipment, field of play, and rules well. To develop this further, you could have added more detail to your sketches and provided more depth in your explanation. The chosen design should typically contain more detailed information than the initial ideas, so aim to expand this section more next time.
Criterion C: Creating the Solution
This section could have been strengthened by explaining how you and your team decided which game was best. For example — did you review it against the original brief or specification? Including the detail your group created during this stage would also have made this section clearer.
It was good that you highlighted a key change (from basketball to football) — this shows some reflection and adaptability in your process.
Criterion D: Evaluating
It would have improved this section if you had explained why you thought the game was successful. For example, if player feedback was that the game was fun, this would link clearly back to the aims of the design brief or specification.
You also need to be more specific about any changes you would make to the rules and refereeing. For instance — which rule would you change? What would the new rule be? How would the number of referees change — increase or decrease, and by how many? Adding this level of detail will show deeper critical thinking.
Overall Comments:
You made a good effort in this project despite having missed the early stages due to joining the school later. You showed some strengths in your design ideas and adaptability, but your portfolio currently lacks detail in some areas. With a bit more structure and depth, you can easily build on this in future projects.
Improvements for your next portfolio:
Add a contents page with page numbers.
Include an introduction.
Insert your in-class sketches.
Add more written explanation so your portfolio is not too brief.
Be more specific and detailed in your evaluation section.

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