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

A	B	C	D
8	8	8	8

Criterion A: Inquiring and Analysing
You provided a very strong introduction to your project. It was excellent to see that you included research from PHE and linked it clearly within your portfolio. Your summary of the user survey findings was well presented and very informative. It was particularly impressive that you created a summary of seven key points to carry forward into your developing ideas. Your design brief was very well written and clearly shows how your research informed your thinking.

Criterion B: Developing Ideas
This is a great piece of work that clearly shows the development of your chosen design. It was particularly strong that you explained your decision-making process in detail, which really helps the reader understand how your design progressed. This was a very well-constructed section of your portfolio.

Criterion C: Creating the Solution
You showed excellent reflection in this section by refining your game to improve playability, fairness and enjoyment. It was very good to see that you actively took on feedback from your team and used this to refine the game further. You also demonstrated strong team organisation, with clearly defined roles and responsibilities. This shows excellent teamwork and leadership.

Criterion D: Evaluating
Your evaluation of the game was very well written. You not only proposed thoughtful improvements but also included self-reflection on your own learning and reviewed how you worked within the team. In addition, your ideas for collecting data were excellent and showed strong organisational skills. This was a mature and well-rounded evaluation.

Overall Comments:
You have produced a very strong portfolio that clearly demonstrates an excellent understanding of the design cycle. Your work is extremely well structured, with clear numbering and headings, and your commentary throughout the portfolio was thoughtful and well presented. You are working at a very high level — excellent work!

Improvements for your next portfolio:
Include page numbers on your table of contents for easier reference.

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