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

А	В	С	D
6	5	6	6

Criterion A: Inquiring and Analysing

It was good that you included a Venn diagram showing the commonality between basketball and football. This could have been enhanced further by identifying which areas you would choose to use in your game. It was also good that you recognised the need for the game to be interesting and practical — this shows clear thinking about your design goals.

Criterion B: Developing Ideas

The commentary in your design specification section was good. This could have been made even clearer if you had organised it into a table or list of what the game should include. It is also important to show at least three ideas at this stage and to include sketches with annotations to support and explain your thinking.

Criterion C: Creating the Solution

It was good to see that you discussed time in relation to creating your solution. It would have strengthened this section further if you had included more detail about the game itself — particularly focusing on the skills involved, the equipment required, and the rules. You did include good commentary about the process you followed, which is positive.

Criterion D: Evaluating

It was good that you gathered feedback from players and analysed conclusions from this data. The idea of doing future reviews to identify further possible changes is an excellent approach. You also included some good personal learning points based on the constructive criticism you received.

Overall Comments:

You produced a clear and well-laid-out portfolio and demonstrated good progress through the project. The portfolio was somewhat brief and could be developed further with more detailed content in each section.

Improvements for your next portfolio:

Consider using the design cycle headings as your main structure: Inquiring and Analysing, Developing Ideas, Creating the Solution, Evaluating. Include at least three initial ideas, with sketches and annotations.

Use a table or list to clearly present your design specification.

Add more detail to expand each section of the portfolio.

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