Alynah
"Summative Assessment -IDU - Design - G7 "
MYP Criteria

| A | B | C | D |
|---|---|---|---|
| 6 | 7 | 5 | 6 |

Criterion A: Inquiring and Analysing
You presented a very clear and focused brief—excellent work. It was also good to see both your questionnaire and your Venn diagram included, along with some conclusions drawn from your research. To take this even further, you could add a little more detail about how this information directly informed and shaped your design ideas. This helps show a clear link between your research and the solutions you developed.

Criterion B: Developing Ideas
You generated and presented three strong initial ideas—well done. I really liked the way you developed these into a final chosen design. You also showed good thinking by considering the equipment required. This is an excellent example of applying the design cycle effectively.

Criterion C: Creating the Solution
You provided a good commentary on the process your team followed. It was clear how your team worked together, which is great to see. To further strengthen this section, you could expand on how the team came to agree on Rebecca's idea as the final design. A short reflection on this decision-making process would show excellent teamwork and communication.

Criterion D: Evaluating
Well done for designing a feedback form and gathering user feedback—this shows a thoughtful approach to evaluation. To enhance this section even more, it would be helpful to suggest some specific improvements to the game. For example, you identified the hoops/rings as a weaker element—what changes would you recommend to address this?

Overall Comments:
This is a very strong and well-presented portfolio. Your introduction clearly shows your understanding of the design cycle, and your project is well-structured with a clear title page and index with page numbers. You have demonstrated an excellent ability to follow the design process and communicate your thinking.

Improvements for your next portfolio:
Include specific suggestions for improving the game design based on user feedback.
Add a little more detail on how your research influenced your ideas.
Expand on team decision-making during the creation process.

**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 |