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

A	B	C	D
3	3	4	4

Criterion A: Inquiring and Analysing
It was good to see that you included both a Venn diagram and a questionnaire in this section. However, you need to explain in more detail which parts of your research inspired your game idea. It was also a good decision to give your game a name — this helps to give your design more identity and clarity.

Criterion B: Developing Ideas
You need to include more initial design ideas, supported by sketches and annotations. This helps the user (and the reader of your portfolio) to understand how your thinking developed. Exploring a few different ideas first will also show a stronger design process.

Criterion C: Creating the Solution
You did well to present and run your test game session — this is a strong part of your work. However, your written portfolio does not yet show the same level of detail. The planning section was not very clear to follow. In future, try to explain your steps more clearly, so others can easily understand how to set up and run your game.

Criterion D: Evaluating
It was good to see that you identified safety as an area for improvement. This shows an awareness of the players' experience. To strengthen this section, try to reflect in more detail on other aspects of the game as well — for example, how could you improve the rules, the equipment, or the inclusiveness of the game?

Overall Comments:
There is a good foundation to your work and you demonstrated some strengths, especially in running your game session. However, your portfolio needs more detail in order to fully show your thinking and process.

Improvements for your next portfolio:
Include a contents page with page numbers.
Add more commentary and explanation throughout, so your portfolio does not appear too brief.
Include more detail about your design ideas and your process to show how your thinking developed.

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