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

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

Criterion A: Inquiring and Analysing
You provided a clear introduction that gave useful background for the reader. Your table showing primary and secondary research areas — including sports inclusivity, hybrid sports, equipment adaptation, and skill progression — was well structured and informative. Your use of SWOT analysis was also a strong addition. The design brief could be enhanced further with more wording to explain the game's need in more detail. You could have included some of the useful wording from your Problem Identification section here to strengthen it.

Criterion B: Developing Ideas
You presented a clear design specification table, and the addition of a "reason behind it" column was a very good idea that shows strong thinking. To enhance this section further, I would have liked to see more sketches with annotations to support your developing ideas and help the reader visualise them more easily.

Criterion C: Creating the Solution
This section would have benefited from more commentary on the process your team followed. It was good that your team covered the required areas well, but adding more detail about the steps you took and decisions made would help show your development process more clearly.

Criterion D: Evaluating
It was good to see that you used a user survey and that you analysed the feedback well. Your evaluation of the game's success was clearly presented, and it was excellent that you also identified a point for improvement.

Overall Comments:
Your portfolio was clearly structured, with good headings and a logical numbering system. You are demonstrating good understanding of the design cycle and are working at a strong level.

Improvements for your next portfolio:
Good initiative to include a bibliography and appendix — continue to do this.
Add page numbers to the contents page for easy navigation.
Include more sketches with annotations to support your developing ideas.

**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 |