

Rebecca

"Summative Assessment -IDU - Design - G7 "

MYP Criteria

A	B	C	D
5	6	6	7

Criterion A: Inquiring and Analysing

Your title begins to function as a design brief, though it would have been even clearer to include a more formal design brief as an introduction to your portfolio. It was great to see both your Venn diagram and questionnaire included. You drew good conclusions from the questionnaire—well done. To further enhance this section, be sure to state explicitly which findings from your research influenced your design ideas.

Criterion B: Developing Ideas

You generated a wide range of ideas and supported them well with annotated sketches—this really helps communicate your thinking. Your chosen design clearly demonstrated thoughtful consideration of rules, equipment, and required skills. You also used your sketches effectively to explain the design further—excellent work in this section.

Criterion C: Creating the Solution

You gave good detail on how you decided on team players, the equipment required, and the steps needed to implement your game. This is a strong example of explaining your process clearly and thoroughly.

Criterion D: Evaluating

You did very well in asking users for feedback, which shows a thoughtful and reflective approach to evaluation. You also identified at least one improvement point—excellent. This shows a good understanding of how evaluation can inform future development.

Overall Comments:

Your portfolio was clearly structured, with a contents page and page numbers—this shows a good understanding of the design cycle. You also included a lot of useful information gathered during the design process—well done.

Improvements for your next portfolio:

Check spelling and proofread your work before submission.

Include a little more commentary in key sections, so the reader can follow your thinking even more easily.

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