Joa
"Summative Assessment -IDU - Design - G8 "
MYP Criteria

A	B	C	D
7	6	5	6

Criterion A: Inquiring and Analysing
You produced a clear design brief that identified five key areas — a good starting point. It was helpful that you also identified which part of the design you found most challenging. To strengthen this section further, you should refer more directly to your questionnaire results and your Venn diagram, and explain how this research helped inform your game ideas.

Criterion B: Developing Ideas
Your brainstorming was supported with good written explanations, and naming your games was a nice way to present them clearly. You gave a sound explanation for choosing your preferred game, which shows good thinking. To improve this section further, include a more detailed sketch of your game with clear annotations (for example, player positions, court layout, and how the game flows). You covered equipment and basic rules well.

Criterion C: Creating the Solution
Your game was presented well, and you made a good effort to run the test session. However, this section would be stronger with more detail about how your team prepared for testing and how you actually ran the test. In Year 3, it's important to show the development process clearly, including any changes or adjustments made during testing.

Criterion D: Evaluating
It's good that you identified weaknesses in your game and recognised areas for improvement. To push this further, you could explain in more detail how you would improve the game — for example, how to make it more fun or less confusing, and specifically what you would change (rules, timing, equipment, etc).

Overall Comments:
You have made a good start with this portfolio and covered most areas of the design cycle well. To take your work to the next level, aim to link the stages of the cycle more clearly and provide more detailed reflections, especially when thinking about how to improve your game. Structuring your portfolio so that the reader can easily follow your thinking from start to finish will also help.

Improvements for your next portfolio:
Cross-reference the different stages of the design cycle (Inquiring and Analysing, Developing Ideas, Creating the Solution, Evaluating).
Insert previous work (such as questionnaires and diagrams) as images, not links.
Give more detail when reflecting on how to improve the game.
Document more clearly how your team prepared for and ran the game test.

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