Soren
"Summative Assessment -Table - Design - G6
" MYP Criteria

A	B	C	D
7	7	7	6

Criterion A: Inquiring and Analysing
Well done for clearly presenting your research using a SWOT analysis table. This helped structure your findings effectively.
Your design brief identifies the purpose of the project, but it could be written more clearly and logically. When creating a brief, always consider whether a new reader would fully understand what the design is for and what the client needs.
Criterion B: Developing Ideas
You produced a strong SMART design specification that outlines realistic and measurable goals.
Your design ideas are clear and well communicated. Adding more annotations would further support the reader's understanding of how your ideas meet the design requirements.
Your chosen design is annotated well. Including a side view or additional angles would enhance the clarity of your final design.
Criterion C: Creating the Solution
Well done for identifying a weakness in your original design and making improvements. This shows a good understanding of the design process and a willingness to reflect and refine your work. Your TinkerCAD model shows that your ideas were implemented effectively.
Criterion D: Evaluating
You've done well to explain the reasoning behind the shape of your table – this shows thoughtful consideration of form and function. Try to include this level of detail earlier in the process as part of your design development and annotations.
Remember to evaluate your final product against all points in your design specification. This ensures that your reflection is complete and clearly connected to your original goals.

Overall Comment
You have produced a strong project that demonstrates a clear understanding of the design cycle. Your research, digital modelling, and reflection are well developed. To improve, focus on refining your written communication, especially in your design brief and evaluations, and aim to include more visual and annotated detail in your design ideas.
Targets for Improvement
Make your design brief clearer and more logically structured for the reader.
Add more detailed annotations to support your design ideas.
Include multiple views of your design to improve clarity.
Refer to each point in your design specification when evaluating.
Integrate design reasoning earlier in the process, especially in sketches and idea development.

Criteria A: Inquiring and analysing

	0	1-2	3-4	5-6	7-8
i. explain and justify the need for a solution to a problem	The student **does not** reach a standard described by any of the descriptors	The student **states** the need for a solution to a problem	The student **outlines** the need for a solution to a problem	The student **explains** the need for a solution to a problem	The student **explains** and **justifies** the need for a solution to a problem
ii. state and prioritize the main points of 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 some** points of research needed to **develop** a solution, **with some guidance**	The student **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance**	The student **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance**
iii. describe the main features of an existing product that inspires a solution to the problem	The student **does not** reach a standard described by any of the descriptors		The student **states** the main features of an existing product that inspires a solution to the problem	The student **outlines** the main features of an existing product that inspires a solution to the problem	The student **describes** the main features of an existing product that inspires a solution to the problem
iv. present the main findings of relevant research.	The student **does not** reach a standard described by any of the descriptors	The student **states** the findings of research	The student **outlines some of**the main findings of research	The student **outlines** the main findings of relevant research	The student **presents** the main findings of relevant research

Criteria B: Developing ideas

	0	1-2	3-4	5-6	7-8
i. develop a list of success criteria for the solution	The student **does not** reach a standard described by any of the descriptors	The student **states one** basic success criterion for a solution	The student **states a few** success criteria for the solution	The student **develops a few** success criteria for the solution	The student **develops a list of** success criteria for the solution
ii. present 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 more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others	The student **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others	The student **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others
iii. present the chosen design	The student **does not** reach a standard described by any of the descriptors		The student **states** the key features of the chosen design	The student **presents** the chosen design **stating** the key features	The student **presents** the chosen design **describing** the key features
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student **does not** reach a standard described by any of the descriptors	The Student **creates** an incomplete planning drawing/diagram.	The student **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution	The student **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution	The student **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution

Criteria C: Creating the solution

	0	1-2	3-4	5-6	7-8
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. list the 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 **states one change** made to the chosen design **or** plan when making the solution	The student **states one change** made to the chosen design **and** plan when making the solution	The student **lists the changes** made to the chosen design and plan when making the solution

Criteria D: Evaluating

	0	1-2	3-4	5-6	7-8
i. outline simple, 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 **defines** a testing method, which is used to measure the success of the solution	The student **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution	The student **defines relevant** testing **methods**, which generate data, to measure the success of the solution	The student **outlines simple, relevant** testing methods, which generate data, to measure the success of the solution
ii. outline 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 **states** the success of the solution against the design specification based on the results of **one relevant** test	The student **states** the success of the solution against the design specification based on **relevant** product testing	The student **outlines** the success of the solution against the design specification based on **authentic** product testing
iii. outline how the solution could be improved	The student **does not** reach a standard described by any of the descriptors		The student **states one way** in which the solution could be improved	The student **outlines one way** in which the solution could be improved	The student **outlines** how the solution could be improved
iv. outline 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 **states one way** in which the solution can impact the client/target audience	The student **outlines** the impact of the solution on the client/target audience, **with guidance**	The student **outlines** the impact of the solution on the client/target audience