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

A	B	C	D
6	6	6	6

Criterion A: Inquiring and Analysing
Well done on summarising your research effectively using a SWOT analysis table. This helped to structure your findings clearly.
Your design brief explains the purpose of the project, but the structure could be improved. Reordering your points would make the brief easier to follow. Ask yourself: Would someone reading this know exactly what the design task involves?
Criterion B: Developing Ideas
You created a good SMART design specification that identifies important criteria for your product.
Your design ideas are clear and well presented. However, you could improve this section by adding more annotations to explain how your ideas meet the client's needs.
Your chosen design is annotated well, but including an additional side view would have helped others understand your design more fully.
Criterion C: Creating the Solution
You used TinkerCAD well to create your table model.
One area to improve is considering the scale and strength of your design. For example, the shelf depth was too shallow, which made it weak once printed. This shows the importance of testing and refining your measurements.
Criterion D: Evaluating
You included several reflections, but try to evaluate your product more thoroughly by referring directly to each point in your design specification. This will help you clearly identify what worked well and what could be improved.

Overall Comment
You have shown very good progress in this project, especially in your use of research and digital tools to bring your ideas to life. Your design thinking is clear and well structured. Going forward, aim to strengthen your evaluation by directly linking it to your original design goals, and think more carefully about the physical aspects of your design to ensure it functions as intended.
Targets for Improvement
Reorder and clarify your design brief so that the aim of the project is immediately clear.
Add more detailed annotations to support your design ideas.
Include different views of your sketch (e.g. side view) to improve understanding.
Consider the practical aspects of your model, such as strength and dimensions, when using TinkerCAD.
Evaluate your design by checking it against each point in your design specification.

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