

Raheel

"Summative Assessment -Table - Design - G6

" MYP Criteria

A	B	C	D
5	6	6	6

#### Criterion A: Inquiring and Analysing

You included some relevant points in your research summary, such as the range of heights, which is useful. However, you need to include more key features related to your design problem. Think about what your client needs and gather information that directly supports your design choices.

Your design brief explains the project aim, but the structure could be improved. Reordering your ideas would make it easier for the reader to understand the task clearly.

#### Criterion B: Developing Ideas

You created a good SMART design specification that sets clear targets for your product.

Your design ideas are clearly communicated, though they would benefit from additional annotations that explain how your design meets the needs of the user.

Your chosen design sketch is annotated well. Including a side view would have made your idea easier to understand.

Your use of a design matrix to justify your final choice shows thoughtful and organised thinking – well done.

#### Criterion C: Creating the Solution

You used TinkerCAD effectively and included key details in your model. Your design shows a good understanding of how to represent your ideas digitally.

#### Criterion D: Evaluating

You reflected well on the purpose and function of the features in your design. This is great to see – try to include this kind of thinking earlier in your process as annotations in your sketches.

To improve, ensure you evaluate your product against every point in your design specification, so you can clearly identify what worked well and what could be developed further.

#### Overall Comment

You have worked well throughout the project and demonstrated clear thinking in both your design development and digital modelling. You are developing your ability to reflect on your design choices and communicate your ideas. Going forward, aim to deepen your research, be more specific in your evaluations, and clearly link your ideas to the client's needs.

#### Targets for Improvement

Include a wider range of relevant research to support your design decisions.

Reorganise your design brief to make the project purpose clearer.

Add more annotations to your design ideas to show your thinking.

Include multiple views (e.g. side view) to improve visual clarity.

Ensure your evaluation checks each point in the design specification.

Use reflective thinking throughout, not just at the end.

## 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 <b>does not</b> reach a standard described by any of the descriptors	The student <b>states</b> the need for a solution to a problem	The student <b>outlines</b> the need for a solution to a problem	The student <b>explains</b> the need for a solution to a problem	The student <b>explains</b> and <b>justifies</b> 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 <b>does not</b> reach a standard described by any of the descriptors		The student <b>states</b> some points of research needed to <b>develop</b> a solution, <b>with some guidance</b>	The student <b>states</b> and <b>prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b>	The student <b>states</b> and <b>prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b>
iii. describe the main features of an existing product that inspires a solution to the problem	The student <b>does not</b> reach a standard described by any of the descriptors		The student <b>states</b> the main features of an existing product that inspires a solution to the problem	The student <b>outlines</b> the main features of an existing product that inspires a solution to the problem	The student <b>describes</b> the main features of an existing product that inspires a solution to the problem
iv. present the main findings of relevant research.	The student <b>does not</b> reach a standard described by any of the descriptors	The student <b>states</b> the findings of research	The student <b>outlines</b> some of the main findings of research	The student <b>outlines</b> the main findings of relevant research	The student <b>presents</b> 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 <b>does not</b> reach a standard described by any of the descriptors	The student <b>states one</b> basic success criterion for a solution	The student <b>states a few</b> success criteria for the solution	The student <b>develops a few</b> success criteria for the solution	The student <b>develops a list of</b> success criteria for the solution
ii. present feasible design ideas, which can be correctly interpreted by others	The student <b>does not</b> reach a standard described by any of the descriptors	The student <b>presents one</b> design idea, which can be interpreted by others	The student <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others	The student <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others	The student <b>presents</b> 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 <b>does not</b> reach a standard described by any of the descriptors		The student <b>states</b> the key features of the chosen design	The student <b>presents</b> the chosen design <b>stating</b> the key features	The student <b>presents</b> the chosen design <b>describing</b> the key features
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student <b>does not</b> reach a standard described by any of the descriptors	The Student <b>creates</b> an incomplete planning drawing/diagram.	The student <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution	The student <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution	The student <b>creates</b> a planning drawing/diagram, which <b>outlines</b> 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 <b>does not</b> reach a standard described by any of the descriptors	The Student <b>demonstrates minimal</b> technical skills when making the solution	The student <b>demonstrates satisfactory</b> technical skills when making the solution	The student <b>demonstrates competent</b> technical skills when making the solution	The student <b>demonstrates excellent</b> technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended	The student <b>does not</b> reach a standard described by any of the descriptors	The student <b>creates</b> the solution, which functions <b>poorly</b> and is presented in an <b>incomplete form</b>	The student <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented	The student <b>creates</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b>	The student follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b>
iv. list the changes made to the chosen design and plan when making the solution.	The student <b>does not</b> reach a standard described by any of the descriptors		The student <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution	The student <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution	The student <b>lists the changes</b> 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 <b>does not</b> reach a standard described by any of the descriptors	The student <b>defines</b> a testing method, which is used to measure the success of the solution	The student <b>defines</b> a <b>relevant</b> testing <b>method</b> , which generates data, to measure the success of the solution	The student <b>defines</b> <b>relevant</b> testing <b>methods</b> , which generate data, to measure the success of the solution	The student <b>outlines</b> <b>simple, relevant</b> 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 <b>does not</b> reach a standard described by any of the descriptors	The student <b>states</b> the success of the solution	The student <b>states</b> the success of the solution against the design specification based on the results of <b>one relevant</b> test	The student <b>states</b> the success of the solution against the design specification based on <b>relevant</b> product testing	The student <b>outlines</b> the success of the solution against the design specification based on <b>authentic</b> product testing
iii. outline how the solution could be improved	The student <b>does not</b> reach a standard described by any of the descriptors		The student <b>states one way</b> in which the solution could be improved	The student <b>outlines one way</b> in which the solution could be improved	The student <b>outlines</b> how the solution could be improved
iv. outline the impact of the solution on the client/target audience.	The student <b>does not</b> reach a standard described by any of the descriptors		The student <b>states one way</b> in which the solution can impact the client/target audience	The student <b>outlines</b> the impact of the solution on the client/target audience, <b>with guidance</b>	The student <b>outlines</b> the impact of the solution on the client/target audience