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

A	B	C	D
5	7	6	6

Criterion A: Inquiring and Analysing
Well done for including a SWOT analysis as part of your research. However, it was not entirely clear which points were linked to which specific SWOT category. Presenting your information more clearly – for example, using clear headings or tables – will help communicate your thinking more effectively.
Your design brief explains the project, but it should clearly state the client's needs and what the table is intended for. A well-structured brief helps the reader understand exactly what the design must achieve.
Criterion B: Developing Ideas
You have written a good SMART design specification that outlines the key requirements for your product.
Your design ideas are clearly presented and annotated. However, the differences between your ideas are quite minimal – they mostly show variations in detail rather than entirely different concepts. Try to explore distinct themes or approaches in your initial ideas to broaden your design thinking.
Your final design sketch is well presented and includes additional views, which help the reader understand the design more thoroughly.
Criterion C: Creating the Solution
You made a thoughtful decision to keep your design simple, which allowed you to create your model efficiently in TinkerCAD. This shows good planning and time management. Your model reflects your ideas well and demonstrates confidence with digital design tools.
Criterion D: Evaluating
Well done for carrying out testing on your final design. This shows an understanding of how to assess the function and success of your product.
To improve, try to evaluate your design against each point in your design specification. Also, be more specific when identifying changes – explain exactly what you would adjust and why it would improve the outcome.

Overall Comment
You've demonstrated strong practical skills and a good understanding of the design cycle. Your digital design work and annotations are effective, and your ability to test your product is commendable. Going forward, try to present your research more clearly, explore a wider variety of design ideas, and strengthen your evaluation by making it more detailed and directly linked to your design criteria.
Targets for Improvement
Present your SWOT analysis more clearly with clear headings or categories.
Ensure your design brief clearly states the purpose and user need.
Develop a wider range of distinct ideas in your initial sketches.
Evaluate your product against each design specification point.
Be specific when suggesting improvements, explaining both what and why.

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