

Allysha

"Summative Assessment -Table - Design - G7"

MYP Criteria

A	B	C	D
5	5	6	6

Criterion A: Inquiring and Analysing

Your use of SWOT analysis was a strong choice and helped to explore aspects of the problem. However, you could develop your findings further by explaining more clearly how they influence your design thinking.

Your design brief includes the main idea, but the structure could be improved. Reordering your sentences may help make it clearer for the reader. Always consider: If someone unfamiliar with the project read this, would they understand what you're designing and why?

Criterion B: Developing Ideas

You produced a clear and thoughtful design specification using the SMART format effectively.

Your initial design ideas are understandable, though adding further annotations and developing at least three distinct ideas would strengthen this section.

Your chosen design sketch includes some useful annotation, and the explanation of your decision is clear. Presentation could be improved by using a ruler and paying closer attention to line quality and proportions in your drawings.

Criterion C: Creating the Solution

You made a good start in developing your table using TinkerCAD. You followed your plan carefully and applied your design choices well. This shows confidence in using digital tools to bring your ideas to life.

Criterion D: Evaluating

Your evaluation of the table design is thoughtful and shows understanding of the purpose.

It's important to include the same level of detailed reflection earlier in your design process – especially as annotations alongside your ideas.

When suggesting changes, such as improving the appearance of the table, be specific – explain exactly how you would make it look better and why those changes would be more effective for your user.

Overall Comment

You have shown solid effort throughout your project, particularly in your digital design and evaluation stages. Your ideas are developing well, and your ability to explain your decisions is improving. To take your work to the next level, focus on expanding your analysis, improving the clarity and presentation of your design ideas, and offering more precise detail in your evaluations and proposed changes.

Targets for Improvement

Develop your SWOT findings with deeper reflection on how they guide your design.

Reorganise your design brief so the purpose is immediately clear to the reader.

Create at least three design ideas and enhance all sketches with clear annotations.

Improve presentation quality of sketches by using tools like a ruler and focusing on neatness.

Make your evaluations more specific, explaining how and why improvements would be made.

Integrate your reflections earlier in the portfolio, 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 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. 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
i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected	The student does not reach a standard described by any of the descriptors	The student lists a few basic success criteria for the design of a solution	The student constructs a list of the success criteria for the design of a solution	The student develops design specifications, which identify the success criteria for the design of a solution	The student develops a design specification which outlines the success criteria for the design of a solution based on the data collected
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	The student does not reach a standard	The Student creates incomplete planning	The student creates planning	The student develops accurate planning	The student develops accurate planning

	0	1-2	3-4	5-6	7-8
outline requirements for the creation of the chosen solution.	described by any of the descriptors	drawings/diagrams.	drawings/diagrams or lists requirements for the chosen solution	drawings/diagrams and lists requirements for the creation of the chosen solution	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
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 when making the solution	The student outlines changes made to the chosen design and plan when making the solution	The student explains 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. 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