Jason
"Summative Assessment -Table - Design - G7"
MYP Criteria

A	B	C	D
4	4	5	4

Criterion A: Inquiring and Analysing
You made a good attempt to summarise the research information.
To improve, ensure your research links clearly to the design problem and the client's specific needs. Your design brief should clearly explain the purpose of the project. Ask yourself: Would someone reading this understand what needs to be designed, and why?
Criterion B: Developing Ideas
You have made a good start with your design specification, and some points follow the SMART criteria.
However, your design ideas and final choice are not always clear. Try adding more detailed annotations and explanations to your sketches to help the reader understand your thinking and reasoning more easily.
Criterion C: Creating the Solution
You showed good focus and practical skills when creating your table model in TinkerCAD.
It's clear that you are confident using digital tools. However, you need to make sure that you also document your thinking and decisions clearly in your portfolio, so that others can understand your design process.
Criterion D: Evaluating
Well done for writing 11 evaluation points – that shows strong effort.
Now try to expand on these points. For example, when you mention changing the shape, explain exactly how you would change it, and why that would improve the product. More detailed reflection will help show your ability to evaluate effectively.

Overall Comment
You have shown commitment to your project and strong confidence in using digital design tools like TinkerCAD. Your practical work is a clear strength. To improve, focus on clearly explaining your ideas, linking your research to the client's needs, and providing more detailed evaluations of your design choices. Developing your written documentation will help you present a more complete and thoughtful design portfolio.
Targets for Improvement
Ensure your design brief clearly explains the purpose of the project.
Strengthen your research by linking it to the client's needs.
Add detailed annotations and explanations to your design ideas and final choice.
Balance digital work with clear written documentation of your thinking.
Expand on your evaluation points with specific examples and reasoning.

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