Rebecca
Summative Assessment -Refugee Toy- Design - G7
MYP Criteria

A	B	C	D
7	7	7	6

Criterion A: Inquiring and Analysing
You made a really thoughtful observation — understanding that play helps children feel safe when they are around others. This shows excellent empathy and understanding of your user.
Your design brief included several good points and clearly explained the user's needs — great work!

Criterion B: Developing Ideas
You wrote a strong design specification using the SMART method — well done! It was also excellent that you noticed "good looking" can mean different things to different people. That shows great thinking.
You created five different design ideas — this shows strong creativity. To make them even better, add a few more annotations (especially on Idea 4) to explain your thinking more clearly.
Your chosen design was clear and thoughtful, and your annotations were helpful. To improve even more, try to explain how the final idea matches specific points from your design specification — this will make your choice even stronger.

Criterion C: Creating the Solution
You made your design very independently — this shows great confidence and skill! You clearly understood the making process. Just remember to always think about any limitations (like the size of the 3D printer) so your final product can work the way you planned.

Criterion D: Evaluating
It's good that you understand how important it is to design with empathy.
When you check your finished design, go back through each line of your design specification and check if your toy meets it. This is a great way to find areas for improvement.

Overall Comments
Your design shows strong creativity and a clear understanding of how to make something fun and meaningful for others.
Improvements for your next portfolio:
Double-check your work at the end to catch and correct spelling mistakes.
Add more annotations to some of your design ideas.
Try to link your final idea clearly to 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
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

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**

Criteria D: Evaluating

	0	1-2	3-4	5-6	7-8
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