Selvia
Summative Assessment -Refugee Toy- Design - G9
MYP Criteria

A	B	C	D
6	6	6	6

Criterion A: Inquiring and Analysing
You made a thoughtful point that the toy should be “an exciting game to forget about trauma for a while.” This shows empathy for the needs of refugee children. To improve this section, try to expand on what you mean by “interesting toys” — describe specific features that would make them fun or comforting. Also, be clear in your design brief about the aim of the project by clearly stating who the toy is for (refugee child) and what needs to be designed (a toy that provides comfort or joy).
Criterion B: Developing Ideas
Your design specification covers key points, but it could be enhanced further by linking more directly to the research you carried out. It’s important to show how your research influenced your ideas. The number of design ideas was a bit limited in this case. However, the ideas you presented were clear and easy to understand, which is a strength. For future projects, try to develop a wider variety of ideas with clear annotations to show your thinking process.
Criterion C: Creating the Solution
You demonstrated great skill in creating your first TinkerCAD design, and it’s clear that you understood how to bring your idea to life using CAD. This is an excellent achievement, especially at this stage. Your digital model clearly reflects your design thinking and is a strong part of your project.
Criterion D: Evaluating
You began to make good connections between your design and the original design specification — this shows you are beginning to reflect well. It’s great that you recognised the importance of your design being robust, but next time try to be more specific.
For example, instead of saying make it robust, you could say, “I would make the walls 2mm thicker.”
You also demonstrated good awareness of the importance of empathy for the end user, which is an important skill in design thinking.

Overall Comments
This was a good first project using TinkerCAD. You showed strong digital design skills and clear communication. With more detail in your design thinking and evaluation, your work will continue to improve. Well done.

Improvements for your next portfolio:
Be clear in your design brief about who the user is and what the product is.
Add more specific examples and details when describing features and ideas.
Develop more design ideas and support each one with annotations.
When evaluating, include exact changes and measurements.
Use your research more directly to inform your design decisions.

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 for a specified client/target audience	The student **does not** reach a standard described by any of the descriptors	The student **states** the need for a solution to a problem for a specified client/target audience	The student **outlines** the need for a solution to a problem for a specified client/target audience	The student **explains** the need for a solution to a problem for a specified client/target audience	The student **explains** and **justifies** the need for a solution to a problem for a client/ target audience
iv. develop a detailed design brief, which summarizes the analysis of relevant research.	The student **does not** reach a standard described by any of the descriptors	The student **develops** a basic design brief, which **states** the **findings** of relevant research	The student **develops** a design brief, which **outlines** the analysis of relevant research	The student **develops a design brief, which explains the analysis of relevant research**	The student **develops** a **detailed** design brief, which **summarizes** the analysis of relevant research

Criteria B: Developing ideas

	0	1-2	3-4	5-6	7-8
i. develop a design specification, which clearly states the success criteria for the design of a solution	The student **does not** reach a standard described by any of the descriptors	The student **lists some basic** design specifications for the design of a solution	The student **lists some** design specifications, which relate to the success criteria for the design of a solution	The student **develops** design specifications, which **outline** the success criteria for the design of a solution	The student **develops detailed** design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research
ii. develop 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, which can be interpreted by others	The student **presents a few** feasible designs, using an appropriate medium(s) **or** annotation, which can be interpreted by others	The student **develops a range of** feasible design ideas, using an appropriate medium(s) **and** annotation, which can be interpreted by others	The student **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** 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. critically evaluate 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 **explains** the success of the solution against the design specification based on **relevant** product testing	The student critically **evaluates** the success of the solution against the design specification based on **authentic** product testing
iii. explain how the solution could be improved	The student **does not** reach a standard described by any of the descriptors		The student **outlines** how the solution could be improved	The student **describes** how the solution could be improved	The student **explains** how the solution could be improved