Joa
Summative Assessment -Refugee Toy- Design - G8
MYP Criteria

A	B	C	D
6	7	6	6

Criterion A: Inquiring and Analysing
Your statement, “Playing can help a child not think about trauma and the less they think about it the more it can release”, shows a strong understanding of how toys can support children emotionally — well done.
Your design brief includes good information and is clearly written, though you could expand it slightly to make your purpose and user even more specific (for example, a toy to bring joy to a refugee child).
Criterion B: Developing Ideas
Your design specification includes some good points. Remember to always write in third person — try not to use “I” or “my.”
Use the SMART method when writing each point: Specific, Measurable, Achievable, Relevant, and Testable. For example, instead of writing “cheap,” say “should cost no more than 10 RMB”; instead of “small,” say “length should not exceed 5 cm.”
You created some great sketches with good annotations — in a few places, you could add even more detail to help the reader fully understand your ideas.
Criterion C: Creating the Solution
You picked up TinkerCAD skills very quickly and demonstrated the ability to work independently. You followed your plan well and successfully created a working model of your design. Excellent effort and technical skill shown here.
Criterion D: Evaluating
You’ve shown great empathy in your evaluation, especially in how you considered the feelings and needs of the end user.
It’s great to see that you recognised how design constraints (such as size or materials) can affect your decisions — and that planning for manufacturing early on helps avoid problems later.
You also wrote about how following the design process helped improve your idea, which shows growing design thinking skills.
Next time, try to be a bit more specific in your evaluation. For example, instead of writing “I would change the colour,” say “I would change the colour to blue because it is calming.”

Overall Comments
This was a very strong first TinkerCAD project. You showed creativity, empathy, and growing independence in your design thinking. Well done.
Improvements for your next portfolio:
Make sure the design brief clearly states who the product is for and what it should do.
Write all design specification points using SMART (Specific, Measurable, Achievable, Relevant, Testable).
Add more annotations to your sketches to explain your ideas clearly.
Be specific when describing changes or improvements in your evaluation.
Keep practising your reflection — include what you learned and how you would improve your work.

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