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

A	B	C	D
3	6	7	7

Criterion A: Inquiring and Analysing
Your initial research showed promise, and it's clear you had begun thinking critically about the problem. When writing a brief, make sure someone unfamiliar with your work can easily understand the task and what is expected. The design brief is an important part of framing the purpose and goals of your project.

Criterion B: Developing Ideas
You wrote a clear and thoughtful design specification, making good use of SMART criteria. One suggestion for improvement would be to define vague statements such as "can spend a lot of time on it" by giving a measurable amount of time (e.g. hours per week).
Your design ideas are well sketched, and your drawing skills make your concepts easy to follow. These could be made even clearer by adding more annotations to explain specific features and how they relate to the client's needs.
Criterion C: Creating the Solution
You demonstrated excellent flexibility and decision-making during the creation stage. When you recognised that your original idea wasn't working as planned, you made the smart decision to return to a different design from your brainstorming session. This shows maturity in your approach and an understanding that the design cycle is iterative. You completed your revised solution in a timely and effective way.
Criterion D: Evaluating
You've made thoughtful connections between your design and its impact on users, which shows excellent awareness of the purpose of design. It was great to see you reflect on your project and rethink your decisions in order to improve the outcome. This level of reflection helps you make stronger, user-focused decisions in future projects.

Overall Comment
You've shown strong performance across most stages of the design cycle, particularly in idea development, creation, and evaluation. Your ability to think critically and make purposeful changes to improve your work is a real strength. Make sure you catch up on the missed parts of Criterion A so your project tells a complete story. With more detailed annotation and clearer SMART goals, your portfolio will become even stronger.

Targets for Improvement
Your design brief should clarify the purpose of your project.
Make SMART goals more specific and measurable.
Add clear annotations to your sketches to explain design features and user considerations.
Continue reflecting on your design decisions and how they affect the user experience.

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