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

A	B	C	D
3	3	3	3

Criterion A: Inquiring and Analysing
You've started to show some understanding of the purpose of your design, which is a good step. Remember that your design brief needs to clearly explain the problem you are trying to solve, and it should link to your research. Include who your design is for (e.g. a refugee child) and what you are designing (e.g. a toy to bring comfort or joy). A sentence like "This project will design a toy for a refugee child" is a good starting point. Also, try to avoid using "I" in your formal design writing.
Criterion B: Developing Ideas
When writing a design specification, try to make each point SMART — this means Specific, Measurable, Achievable, Relevant, and Testable. This helps make your design goals clear and easier to check.
Your sketches are a good start and mostly understandable. However, think carefully about whether each idea would be suitable for bringing comfort or joy to a refugee child. Try to focus on ideas that are safe, comforting, and simple.
Criterion C: Creating the Solution
Your TinkerCAD skills are still developing, which is completely okay at this stage. With more practice, you will build more confidence and control using the software to bring your ideas to life.
Criterion D: Evaluating
It's good that you wrote "Toys can improve the life of refugees by relieving emotional distress during crises" — this shows awareness of your design's purpose.
When using AI tools to help you, always cite your sources. Also, focus on writing from your own experience. Instead of just answering questions, think about what you did, how it went, and what you would do differently next time. This will help your evaluations become stronger and more personal.

Overall Comments
You have made a good start and are learning how to use the design cycle. There are some clear signs of reflection and care in your work. As you continue to practise, your confidence and understanding will grow — keep at it!
Improvements for your next portfolio:
Make sure the design brief includes the purpose, user (refugee child), and product (toy).
Avoid "I" statements in formal writing.
Write SMART design specification points (Specific, Measurable, Achievable, Relevant, Testable).
Check that your ideas are appropriate and relevant to the user's needs.
Practice using TinkerCAD regularly to improve your digital design skills.
Write your evaluations from your own experience and reflect on what you learned.

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