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

A	B	C	D
8	7	6	7

Criterion A: Inquiring and Analysing
You included strong reflections on the purpose of your design, such as "to create a sense of calmness in the awful situation they're dealing with at such a young age" and how "the toy could help them as a coping mechanism."
Your design brief is well written and clearly sets the scene for the project. It shows a strong understanding of the needs of your user — excellent work.
Criterion B: Developing Ideas
Your design specification includes thoughtful points. In future, remember to always write in third person and avoid using "I."
Be careful not to include specific design details (like naming the exact toy) in the specification, as this can limit your creative thinking later on. For example, instead of saying "the toy must be a Chatter Telephone," it would be better to say something more open like "the toy should feature a recognisable character from popular media."
You presented a range of clear and well-annotated ideas — this shows good effort in developing multiple possibilities before selecting one.
Criterion C: Creating the Solution
You picked up the basics of TinkerCAD well, and with more practice, your skills will continue to improve.
It's good that you realised your original design needed to be adjusted — this shows flexibility and problem-solving. Bringing your design to life through TinkerCAD was a solid achievement.
Criterion D: Evaluating
You've shown strong empathy in your evaluation and connected your design choices to the needs of refugee children. That's an excellent sign of user-focused thinking.
Try not to use "etc." in evaluations, as it's too vague — instead, be specific so your ideas are clear.
Your point about keeping the design simple is well made and important for real-life production.
Overall Comments
This is a very good first project using TinkerCAD. You've shown strong research, thoughtful design thinking, and the ability to adjust and improve as you go.
Improvements for your next portfolio:
Write design specification points in third person using SMART structure (Specific, Measurable, Achievable, Relevant, Testable).
Avoid naming exact designs in the specification — keep it open to allow more creativity.
Be specific when evaluating your work and avoid vague phrases like "etc."
Continue practising with TinkerCAD to build confidence and control.
Keep showing empathy in your design thinking — it's one of your strengths!

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