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

A	B	C	D
6	6	5	6

Criterion A: Inquiring and Analysing
You included some good research that helped you identify the kind of toy that could meet the needs of refugee children. To improve the clarity of your design brief, remember to avoid using “I” — write in a more formal and neutral tone. Also, make sure your brief clearly states who the design is for (refugee child) and what you are designing (a toy), so the purpose is obvious to the reader.
Criterion B: Developing Ideas
Your design specification includes important considerations such as no electricity, size, and production time — these show you’re thinking carefully about realistic design constraints. Try to write each specification point clearly and formally, such as: “The toy must not rely on batteries or electricity.”
You explored a nice range of design themes, which shows good creative thinking. Your chosen design is detailed and well thought out — however, your initial ideas would be even stronger with clearer annotations. These don’t need to be highly detailed, but should help the reader understand key features like size, shape, or movement. It’s a good habit to annotate all design ideas to communicate your thinking clearly.
Criterion C: Creating the Solution
As this was your first time using TinkerCAD, it’s clear you’re still developing these digital skills — and that’s perfectly okay. You’ve shown good thinking about how to solve problems and bring your idea to life. With more experience and practice, your confidence and control with this tool will continue to grow. Good first steps in this area.
Criterion D: Evaluating
You showed good reflection in recognising how your design specification shaped your decisions, and how your own technical skills affected what you could create. It’s great that you adjusted your design as you progressed — this shows an understanding of how the design cycle works.
Going forward, try to be more specific when describing changes. For example, instead of saying you will add “more features,” you should describe what those features will be and explain why they will improve the design.
It’s great to see that you view evaluation as a valuable step — this shows maturity and a growing awareness of how to improve your work.
Overall Comments:
You have made a solid start on this first major project using TinkerCAD, and your understanding of the design cycle is developing well. You showed awareness of the user’s needs, thoughtful idea generation, and a willingness to reflect. As you continue on future projects, you will strengthen your skills even more by focusing on clearer explanations and improved visual communication.
Improvements for your next portfolio:
Write your design brief and specification in a formal tone (avoid “I” and use neutral language).
Clearly state who the design is for and what is being designed in the brief.
Add clear, labelled annotations to all design sketches.
Be specific in the evaluation when explaining what changes were made and why.
Continue to develop TinkerCAD skills through regular practice and reflection.

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