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

A	B	C	D
6	6	5	6

Criterion A: Inquiring and Analysing
You made a strong point by recognising that a refugee child needs to feel joyful, interested, and relaxed — this shows thoughtful empathy. To improve this section further, make sure your design brief clearly states the purpose of the project, including both the who (refugee child) and the what (a toy), so the reader immediately understands the direction of your design work.
Criterion B: Developing Ideas
You have shown solid development in this section. Your design specification is detailed, though it may be a little too specific in theme — focusing solely on Messi may have limited your creative range. Next time, consider brainstorming multiple ideas across different themes to help generate more diverse concepts. For example, you could keep the theme open by stating "a football-themed toy" rather than a specific player. Your sketches are clear and show good effort. Some would benefit from more annotations to explain key details like dimensions, colours, or movement — this helps the reader fully understand your idea.
Criterion C: Creating the Solution
You are developing your TinkerCAD skills well — it's clear you are starting to understand the principles of CAD and how to use it to bring your ideas to life. With more practice, your control and confidence using the tool will continue to grow. Keep going — this is an area where progress comes with time and experience.
Criterion D: Evaluating
You showed good reflection when thinking about your own skills in selecting a design idea that suited your ability — this is an important part of the process. It would have strengthened your evaluation further if you had discussed specific problems you encountered (e.g., designing the ball pattern in TinkerCAD) and how you overcame them or would improve them in future.

Overall Comments:
You've shown good development across the project and have made visible progress in both your design thinking and technical skills. Next time, try to aim for greater originality in your concept rather than closely copying an existing design. That said, it's great to see an improvement in your focus and commitment throughout the unit — well done.

Improvements for your next portfolio:
Clearly state the purpose of your project in your design brief (include the user and the product).
Brainstorm a wider variety of ideas before settling on one theme.
Use annotations in your sketches to clearly explain your ideas.
In your evaluation, reflect on specific problems you faced and what you would improve.
Aim for more originality and creative thinking in your design concept.

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