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| **MYP DESIGN TECHNOLOGY RUBRIC YEAR 1 NAME:**  **DATE:** | | | |
| **MYP CRITERIA** | | **DESCRIPTORS** | |
| **A. INQUIRING AND ANALYZING** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:   * explain and justify the need for a solution to a problem * state and prioritize the main points of research needed to develop a solution to the problem * describe the main features of one existing product that inspires a solution to the problem * present the main findings of relevant research | **0** |  | * **The student does not reach a standard described by any of the descriptors below.** |
| **1-2** |  | * **states** the need for a solution to a problem * **states** the findings of research. |
| **3-4** |  | * **outlines** the need for a solution to a problem * **states** **some** points of research needed to **develop** a solution, **with some guidance** * **states** the main features of an existing product that inspires a solution to the problem * **outlines** **some of** the main findings of research. |
| **5-6** |  | * **explains** the need for a solution to a problem * **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** * **outlines** the main features of an existing product that inspires a solution to the problem * **outlines** the main findings of relevant research. |
| **7-8** |  | * **explains** and **justifies** the need for a solution to a problem * **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** * **describes** the main features of an existing product that inspires a solution to the problem * **presents** the main findings of relevant research. |
| **B. DEVELOPING IDEAS** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:   * develop a list of success criteria for the solution * present feasible design ideas, which can be correctly interpreted by others * present the chosen design * create a planning drawing/diagram which outlines the main details for making the chosen solution. | **0** |  | * **The student does not reach a standard described by any of the descriptors below.** |
| **1-2** |  | * **states** **one** basic success criterion for a solution * **presents** **one** design idea, which can be interpreted by others * **creates** an incomplete planning drawing/diagram. |
| **3-4** |  | * **states** **a few** success criteria for the solution * **presents** **more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others * **states** the key features of the chosen design * **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution. |
| **5-6** |  | * **develops a few** success criteria for the solution * **presents** **a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others * **presents** the chosen design **stating** the key features * **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution. |
| **7-8** |  | * **develops** **a list of** success criteria for the solution * **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others * **presents** the chosen design **describing** the key features * **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution. |
| **C. CREATING THE SOLUTION** | **MYP** |  | * **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:   * outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution * demonstrate excellent technical skills when making the solution * follow the plan to create the solution, which functions as intended list the changes made to the chosen plan and is presented appropriately * present the solution as a whole | **0** |  | * The student does not reach a standard described by any of the descriptors below. |
| 1-2 |  | * **demonstrates** **minimal** technical skills when making the solution * **creates** the solution, which functions **poorly** and is presented **in an incomplete form.** |
| 3-4 |  | * **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution * **demonstrates** **satisfactory** technical skills when making the solution * **creates** the solution, which **partially** functions and is **adequately** presented * **states** **one** **change** made to the chosen design **or** plan when making the solution. |
| 5-6 |  | * **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution * **demonstrates** **competent** technical skills when making the solution * **creates** the solution, which functions **as** **intended** and is presented **appropriately** * **states** **one** **change** made to the chosen design **and** plan when making the solution. |
| 7-8 |  | * **outlines** a plan, which **considers** the use of resources and time, sufficient for peers to be able to follow to create the solution * **demonstrates** **excellent** technical skills when making the solution * follows the plan to **create** the solution, which functions as **intended** and is presented **appropriately** * **lists** **the** **changes** made to the chosen design and plan when making the solution. |
| **D. EVALUATING** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 1, students should be able to:   * outline simple, relevant testing methods, which generate data, to measure the success of the solution * outline the success of the solution against the design specification * outline how the solution could be improved * outline the impact of the solution on the client/target audience. | **0** |  | * The student does not reach a standard described by any of the descriptors below. |
| **1-2** |  | * **defines** a testing method, which is used to measure the success of the solution * **states** the success of the solution. |
| **3-4** |  | * **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution * **states** the success of the solution against the design specification based on the results of **one relevant** test * **states** **one way** in which the solution could be improved * **states** **one way** in which the solution can impact the client/target audience. |
| **5-6** |  | * **defines** **relevant** testing **methods**, which generate data, to measure the success of the solution * **states** the success of the solution against the design specification based on **relevant** product testing * **outlines** **one way** in which the solution could be improved * **outlines** the impact of the solution on the client/target audience, **with guidance**. |
| **7-8** |  | * **outlines** **simple, relevant** testing methods, which generate data, to measure the success of the solution * **outlines** the success of the solution against the design specification based on **authentic** product testing * **outlines** how the solution could be improved * **outlines** the impact of the solution on the client/target audience. |
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## Command terms Year 1

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| Term | Definition |
| Analyse | Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions. |
| Construct | Display information in a diagrammatic or logical form. |
| Create | To evolve from one’s own thought or imagination, as a work or an invention. |
| Define | Give the precise meaning of a word, phrase, concept or physical quantity. |
| Demonstrate | Prove or make clear by reasoning or evidence, illustrating with examples or practical application. |
| Describe | Give a detailed account or picture of a situation, event, pattern or process. |
| Design | Produce a plan, simulation or model. |
| Develop | To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state. - |
| Evaluate | Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria. |
| Explain | Give a detailed account including reasons or causes. |
| Identify | Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature. |
| Justify | Give valid reasons or evidence to support an answer or conclusion. |
| List | Give a sequence of brief answers with no explanation. |
| Outline | Give a brief account. |
| Present | Offer for display, observation, examination or consideration. - |
| Prioritize | Give relative importance to, or put in an order of preference. |
| State | Give a specific name, value or other brief answer without explanation or calculation. |
| Summarize | Abstract a general theme or major point(s).  Design cycle finalised.png |