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| **2014-2015 MYP DESIGN RUBRIC YEAR 3 (Grade 8)**  **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 * construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem * analyze a group of similar products that inspire a solution to the problem * develop a design brief, which presents the analysis 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 some of the findings from relevant research. |
| **3-4** |  | * Outlines the need for a solution to a problem. * States the research needed to develop a solution with some guidance. * Outlines one existing product that inspires a solution to the problem. * Develops a basic design brief which outlines some of the relevant research. |
| **5-6** |  | * Explains the need for a solution to a problem * Constructs a research plan which states and prioritizes the primary and secondary research need to develop a solution to the problem with some guidance. * Describes a group of similar products that inspire a solution to the problem. * Develops a design brief which outlines the findings of relevant research |
| **7-8** |  | * Explains and justifies the need for a solution to the problem. * Constructs a research plan which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently. * Analyzes a group of similar existing products that inspire a solution to the problem. * Develops a design brief which presents the analysis of relevant research. |
| **B. DEVELOPING IDEAS** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year , students should be able to:   * develop a design specification, which outlines the success criteria for the design of a solution based on the data collected * present a range of feasible design ideas, which can be correctly interpreted by others * present the chosen design and outline the reasons for its selection * develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution. | **0** |  | * **The student does not reach a standard described by any of the descriptors below.** |
| **1-2** |  | * States one basic success criteria for a solution. * Presents one design idea which can be interpreted by others. * Creates an incomplete plan, drawing/diagram. |
| **3-4** |  | * States a few success criteria for the solution. * Presents a few feasible design ideas using an appropriate medium(s) or outlines key features which can be interpreted by others. * Outlines the main reasons for choosing the design with reference to the design specification. * Creates a plan, drawing/diagram or lists requirements for the chosen solution. |
| **5-6** |  | * Develops design specifications which identify the success criteria for the * design of a solution. * Presents a range of feasible design ideas using an appropriate medium(s) and outlines key features which can be interpreted by others. * Presents the chosen design and outlines the main reasons for its selection with reference to the design specifications. * Develops accurate plan, drawing/diagram and lists requirements for the creation of the chosen solution. |
| **7-8** |  | * Develops a design specification which outlines the success criteria for the design of a solution based on data collected. * Presents a range of feasible design ideas using an appropriate medium(s), and annotation which can be correctly interpreted by others. * Presents the chosen design and outlines the reasons for its selection with reference to the design specification. * Develops accurate plan, drawing/diagram and outlines requirements for the creation of the chosen solution. |
| **C. CREATING THE SOLUTION** | **MYP** |  | * **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 3, students should be able to:   * construct a logical plan, which outlines the efficient use of time and resources, 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 * explain changes made to the chosen design and plan when making the solution * 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. * Makes the solution which functions poorly and is presented in an incomplete form. |
| 3-4 |  | * Outlines each step 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. * Makes the solution which partially functions and is adequately presented. * Lists changes made to the final design or plan when making the solution. |
| 5-6 |  | * Constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solution. * Demonstrates competent technical skills when making the solution. * Makes the solution which functions as intended and is presented appropriately. * Outlines changes made to the chosen design and plan when making the solution. |
| 7-8 |  | * Constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow the plan to create the solution. * Demonstrates excellent technical skills when making the solution. * Follows the plan to make the solution which functions as intended and is presented appropriately * Explains changes made to the chosen design and the plan when making the solution. |
| **D. EVALUATING** | **MYP** |  | **ACHIEVEMENT LEVEL DESCRIPTOR** |
| At the end of year 3, students should be able to:   * describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution * explain the success of the solution against the design specification * describe how the solution could be improved * describe 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** |  | * Describes a testing method, which is used to measure the success of the solution. * States the success of the solution. |
| **3-4** |  | * Describes a relevant testing method, which generates data, to measure the success of the solution. * Outlines the success of the solution against the requirements of the design specification based on relevant product testing. * Lists the ways in which the solution could be improved. * Outlines the impact of the solution on the client/target market |
| **5-6** |  | * Describes relevant testing methods, which generate data, to measure the success of the solution. * Describes the success of the solution against the requirements of the design specification based on relevant product testing. * Outlines how the solution could be improved. * Describes the impact of the solution on the client/target market with guidance |
| **7-8** |  | * Describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. * Explains the success of the solution against the requirements of the design specification based on authentic product testing. * Describes how the solution could be improved. * Describes the impact of the solution on the client/target market. |
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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 |