

## Assessment criteria overview

Assessment for design courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

<b>Criterion A</b>	Inquiring and analysing	<b>Maximum 8</b>
<b>Criterion B</b>	Developing ideas	<b>Maximum 8</b>
<b>Criterion C</b>	Creating the solution	<b>Maximum 8</b>
<b>Criterion D</b>	Evaluating	<b>Maximum 8</b>

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject-group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP design. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

# Design assessment criteria: Year 1

## Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 1, students should be able to:

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of one existing product that inspires a solution to the problem
- iv. present the main findings of relevant research.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the need for a solution to a problem</li> <li>ii. <b>states</b> the findings of research.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the need for a solution to a problem</li> <li>ii. <b>states some</b> points of research needed to <b>develop</b> a solution, <b>with some guidance</b></li> <li>iii. <b>states</b> the main features of an existing product that inspires a solution to the problem</li> <li>iv. <b>outlines some of</b> the main findings of research.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the need for a solution to a problem</li> <li>ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>outlines</b> the main features of an existing product that inspires a solution to the problem</li> <li>iv. <b>outlines</b> the main findings of relevant research.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains and justifies</b> the need for a solution to a problem</li> <li>ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b></li> <li>iii. <b>describes</b> the main features of an existing product that inspires a solution to the problem</li> <li>iv. <b>presents</b> the main findings of relevant research.</li> </ol>

## Criterion B: Developing ideas

Maximum: 8

At the end of year 1, students should be able to:

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states one</b> basic success criterion for a solution</li><li>ii. <b>presents one</b> design idea, which can be interpreted by others</li><li>iii. <b>creates</b> an incomplete planning drawing/diagram.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>states a few</b> success criteria for the solution</li><li>ii. <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others</li><li>iii. <b>states</b> the key features of the chosen design</li><li>iv. <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>develops a few</b> success criteria for the solution</li><li>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others</li><li>iii. <b>presents</b> the chosen design <b>stating</b> the key features</li><li>iv. <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>develops a list of</b> success criteria for the solution</li><li>ii. <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others</li><li>iii. <b>presents</b> the chosen design <b>describing</b> the key features</li><li>iv. <b>creates</b> a planning drawing/diagram, which <b>outlines</b> the main details for making the chosen solution.</li></ol>

# Criterion C: Creating the solution

Maximum: 8

At the end of year 1, students should be able to:

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates minimal</b> technical skills when making the solution</li><li>ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li><li>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</li><li>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li><li>iv. <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being able to follow the plan to create the solution</li><li>ii. <b>demonstrates competent</b> technical skills when making the solution</li><li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li><li>iv. <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution</li><li>ii. <b>demonstrates excellent</b> technical skills when making the solution</li><li>iii. follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b></li><li>iv. <b>lists the changes</b> made to the chosen design and plan when making the solution.</li></ol>

## Criterion D: Evaluating

Maximum: 8

At the end of year 1, students should be able to:

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>defines</b> a testing method, which is used to measure the success of the solution</li><li>ii. <b>states</b> the success of the solution.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>defines</b> a <b>relevant</b> testing <b>method</b>, which generates data, to measure the success of the solution</li><li>ii. <b>states</b> the success of the solution against the design specification based on the results of <b>one relevant</b> test</li><li>iii. <b>states one way</b> in which the solution could be improved</li><li>iv. <b>states one way</b> in which the solution can impact the client/target audience.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>defines relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li><li>ii. <b>states</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li><li>iii. <b>outlines one way</b> in which the solution could be improved</li><li>iv. <b>outlines</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>outlines simple, relevant</b> testing methods, which generate data, to measure the success of the solution</li><li>ii. <b>outlines</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li><li>iii. <b>outlines</b> how the solution could be improved</li><li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li></ol>

# Design assessment criteria: Year 3

## Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 3, students should be able to:

- i. explain and justify the need for a solution to a problem
- ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. analyse a group of similar products that inspire a solution to the problem
- iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the need for a solution to a problem</li> <li>ii. <b>states some of</b> the main findings of relevant research.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the need for a solution to a problem</li> <li>ii. <b>states</b> the research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>outlines one existing</b> product that inspires a solution to the problem</li> <li>iv. <b>develops a basic</b> design brief, which <b>outlines some of the findings</b> of relevant research.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the need for a solution to a problem</li> <li>ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>describes</b> a group of similar products that inspire a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>outlines the findings</b> of relevant research.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem</li> <li>ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem independently</li> <li>iii. <b>analyses</b> a group of similar products that inspire a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>presents the analysis</b> of relevant research.</li> </ol>

## Criterion B: Developing ideas

Maximum: 8

At the end of year 3, students should be able to:

- i. develop 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
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>lists</b> a few basic success criteria for the design of a solution</li><li>ii. <b>presents</b> one design idea, which can be interpreted by others</li><li>iii. <b>creates</b> incomplete planning drawings/diagrams.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>constructs</b> a list of the success criteria for the design of a solution</li><li>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) <b>or explains</b> key features, which can be interpreted by others</li><li>iii. <b>outlines</b> the <b>main</b> reasons for choosing the design with reference to the design specification</li><li>iv. <b>creates</b> planning drawings/diagrams or <b>lists</b> requirements for the chosen solution.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>develops</b> design specifications, which <b>identify</b> the success criteria for the design of a solution</li><li>ii. <b>presents a range of</b> feasible design ideas, using an appropriate medium(s) <b>and explains</b> key features, which can be interpreted by others</li><li>iii. <b>presents</b> the chosen design and <b>outlines</b> the <b>main</b> reasons for its selection with reference to the design specification</li><li>iv. <b>develops</b> accurate planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>develops</b> a design specification which <b>outlines</b> the success criteria for the design of a solution based on the data collected</li><li>ii. <b>presents</b> a range of feasible design ideas, using an appropriate medium(s) <b>and annotation</b>, which can be correctly interpreted by others</li><li>iii. <b>presents</b> the chosen design and <b>outlines</b> the reasons for its selection with reference to the design specification</li><li>iv. <b>develops</b> accurate planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</li></ol>

## Criterion C: Creating the solution

Maximum: 8

At the end of year 3, students should be able to:

- i. 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
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and the plan when making the solution.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates minimal</b> technical skills when making the solution</li><li>ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li><li>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</li><li>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li><li>iv. <b>outlines</b> changes made to the chosen design <b>or</b> plan when making the solution.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>constructs</b> a plan, which <b>considers</b> time and resources, sufficient for peers to be able to follow to create the solution</li><li>ii. <b>demonstrates competent</b> technical skills when making the solution</li><li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li><li>iv. <b>outlines</b> changes made to the chosen design <b>and</b> plan when making the solution.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>constructs</b> a <b>logical</b> plan, which <b>outlines</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li><li>ii. <b>demonstrates excellent</b> technical skills when making the solution</li><li>iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li><li>iv. <b>explains</b> changes made to the chosen design and plan when making the solution.</li></ol>



## Criterion D: Evaluating

Maximum: 8

At the end of year 3, students should be able to:

- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>describes a</b> testing <b>method</b>, which is used to measure the success of the solution</li><li>ii. <b>states</b> the success of the solution.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>describes a relevant</b> testing <b>method</b>, which generates data, to measure the success of the solution</li><li>ii. <b>outlines</b> the success of the solution against the design specification based on relevant product testing</li><li>iii. <b>lists</b> the ways in which the solution could be improved</li><li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>describes relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li><li>ii. <b>describes</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li><li>iii. <b>outlines</b> how the solution could be improved</li><li>iv. <b>describes</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>describes detailed and relevant</b> testing <b>methods</b>, which generate <b>accurate</b> data, to measure the success of the solution</li><li>ii. <b>explains</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li><li>iii. <b>describes</b> how the solution could be improved</li><li>iv. <b>describes</b> the impact of the solution on the client/target audience.</li></ol>