 

Assessment Task Sheet

**Students Name:**

**Grade: Grade 10**

**Subject: Design**

**Due Date: 5 weeks (insert actual date………………………………….)**

**Unit Title: Time is passing by……..**

**Key Concept Culture and development**

**Related Concepts: Form, Function, Innovation**

**Global Context : Orientation in time and space**

**ATL Skills :**

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| **Statement of Inquiry:**  **Historically different culture view time in different ways, and western culture seems to concentrate on ways of saving time. What influences different cultures viewpoints of time? Why do some cultures feel a necessity to 'save' time.** |
| **Inquiry questions (please add your own as well)**  **Factual : How can I use the design machines safely**  **Conceptual: Why do we need to know the time?**  **Debateable: Can you really save time** |
| **Challenge: Your challenge is build a timepiece. You should as part of your inquiry look into cultural perceptions and indicators of time. You should additionally identify your client during the inquiry stage – you can choose anyone at all – either now or in the past/future.** |
| **You will be assessed on the following MYP criteria for Technology:**   * **Criterion A:Inquirying and Analysing** * **Criterion B: Developing Ideas** * **Criterion C: Creating the solution** * **Criterion D:Evaluating**   **ISTE standards: Research and information fluency, Creativity, Critical thinking, problem solving and decision making, Digital citizenship, technology operations and concepts** |
| **Resources:**  **Design room tools and materials**  **Clock mechanism (if needed)**  **Internet**  **Library**  **teachers** |

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| **Assessment (to be handed in at the end of the unit)** | | |
|  | **STUDENT self- assessment** | **Teacher Assessment** |
| **Criterion A (maximum 8)** |  |  |
| **Criterion B (maximum 8)** |  |  |
| **Criterion C (maximum 8)** |  |  |
| **Criterion D (maximum 8)** |  |  |

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| **Criterion A: Inquiring and analysing :Maximum 8** Students identify the need for a solution to a problem. NISC students in Grades 9 and 10 should be able to:  i. explain and justify the need for a solution to a problem for a specified client/target audience  ii. identify and prioritize primary and secondary research needed to develop a solution to the problem  iii. analyse a range of existing products that inspire a solution to the problem  iv. develop a detailed design brief, which summarizes the analysis of relevant research. | |
| **0** | The student does not reach a standard described by any of the descriptors below. |
| **1-2** | i. **states** the need for a solution to a problem for a specified client/target audience  ii. **develops** a basic design brief, which **states** the **findings** of relevant research. |
| **3-4** | 1. **outlines** the need for a solution to a problem for a specified client/target audience 2. **outlines** a research plan, which **identifies** primary and secondary research needed to **develop** a solution to the problem, **with some guidance**   **analyses one** existing product that inspires a solution to the problem   1. **develops** a design brief, which **outlines** the analysis of relevant research. |
| **5-6** | i. **explains** the need for a solution to a problem for a specified client/target audience  ii. **constructs** a research plan, which **identifies** and **prioritizes** primary and secondary research needed to **develop** a solution to the problem, **with some guidance**  iii. **analyses a range of** existing products that inspire a solution to the problem  iv. **develops** a design brief, which **explains** the analysis of relevant research. |
| **7-8** | i. **explains** and **justifies** the need for a solution to a problem for a client/ target audience  ii. **constructs** a **detailed** research plan, which **identifies** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem independently  iii. **analyses a range of** existing products that inspire a solution to the problem in detail  iv. **develops** a **detailed** design brief, which **summarizes** the analysis of relevant research. |

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| **Criterion B: Developing ideas :Maximum 8**  Students develop a solution. NISC students in Grades 9 and 10 should be able to:  i. develop design specifications, which clearly states the success criteria for the design of a solution  ii. develop a range of feasible design ideas, which can be correctly interpreted by others  iii. present the chosen design and justify its selection  iv. develop accurate and detailed planning drawings/diagrams and outline the 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** | i. **lists some basic** design specifications for the design of a solution  ii. **presents one** design, which can be interpreted by others  iii. **creates** incomplete planning drawings/diagrams. |
| **3-4** | i. **lists some** design specifications, which relate to the success criteria for the design of a solution  ii. **presents a few** feasible designs, using an appropriate medium(s) **or** annotation, which can be interpreted by others  iii. **justifies** the selection of the chosen design with reference to the design specification  iv. **creates** planning drawings/diagrams or **lists** requirements for the creation of the chosen solution. |
| **5-6** | i. **develops** design specifications, which **outline** the success criteria for the design of a solution  ii. **develops a range of** feasible design ideas, using an appropriate medium(s) **and** annotation, which can be interpreted by others  iii. **presents** the chosen design and **justifies** its selection with reference to the design specification  iv. **develops accurate** planning drawings/diagrams and **lists** requirements for the creation of the chosen solution. |
| **7-8** | i. **develops detailed** design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research  ii. **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** annotation, which can be **correctly** interpreted by others  iii. **presents** the chosen design and **justifies fully and critically** its selection with **detailed** reference to the design specification  iv. **develops accurate and detailed** planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution. |

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| **Criterion C: Creating the solution Maximum 8**  Students create a solution. NISC students in Grades 9 and 10 should be able to:  i. construct a logical plan, which describes 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. fully justify changes made to the chosen design and plan when making the solution  a. presents the solution as a whole | |
| **0** | The student does not reach a standard described by any of the descriptors below. |
| **1-2** | i. **demonstrates minimal** technical skills when making the solution  ii. **creates** the solution, |
| **3-4** | i. **constructs a plan** that contains some production details, resulting in peers having difficulty following the plan  ii. **demonstrates satisfactory** technical skills when making the solution  iii. **creates** the solution, which **partially** functions and is **adequately** presented  iv. **outlines** changes made to the chosen design and plan when making the solution. |
| **5-6** | i. **constructs a logical plan**, which considers time and resources, sufficient for peers to be able to follow to create the solution  ii. **demonstrates competent** technical skills when making the solution  iii. **creates** the solution, which functions **as intended** and is presented **appropriately**  iv. **describes** changes made to the chosen design and plan when making the solution. |
| **7-8** | i. **constructs a detailed and logical plan**, which **describes** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution  ii. **demonstrates excellent** technical skills when making the solution.  iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**  iv. fully **justifies** changes made to the chosen design and plan when making the solution. |

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| **Criterion D: Evaluating Maximum 8** Students evaluate the solution. NISC students in Grades 9 and 10 , students should be able to:  i. design detailed and relevant testing methods, which generate data, to measure the success of the solution  ii. critically evaluate the success of the solution against the design specification  iii. explain how the solution could be improved  iv. explain 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** | i. **designs a** testing **method**, which is used to measure the success of the solution  ii. **states** the success of the solution. |
| **3-4** | i. **designs a relevant** testing **method**, which generates data, to measure the success of the solution  ii. **outlines** the success of the solution against the design specification based on **relevant** product testing  iii. **outlines** how the solution could be improved  iv. **outlines** the impact of the solution on the client/target audience. |
| **5-6** | i. **designs relevant** testing **methods**, which generate data, to measure the success of the solution  ii. **explains** the success of the solution against the design specification based on **relevant** product testing  iii. **describes** how the solution could be improved  iv. **explains** the impact of the solution on the client/target audience, **with guidance**. |
| **7-8** | i. **designs detailed and relevant** testing **methods**, which generate data, to measure the success of the solution  ii. critically **evaluates** the success of the solution against the design specification based on **authentic** product testing  iii. **explains** how the solution could be improved  iv. **explains** the impact of the product on the client/target audience. |