

**MYP TECHNOLOGY  
M1-M3 ASSESSMENT GENERIC RUBRIC**

Achievement level	Criterion A: INVESTIGATE
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p><u>The problem</u> The student <b>identifies</b> the problem to be solved. The student writes a simple design brief.</p> <p><u>The design brief</u> The student <b>states and selects</b> useful questions to guide the investigation, with guidance, few resources are identified . with guidance, information is <b>collected or selected, organized and presented</b>.</p> <p><u>The design specification</u> The student, with guidance, <b>identifies</b> a method for testing to the product/solution again the design specification. The student, with guidance, is able to list some of the specific requirements met by the product/solution. The <b>Jobs</b> of team member is identified.</p>
3–4	<p><u>The problem</u> The student <b>identifies</b> the problem to be solved. The student outlines a simple design brief. The student <b>identifies</b> the importance of the problem.</p> <p><u>The design brief</u> The student <b>states and selects</b> appropriate questions to guide the investigation, most resources are identified. Detailed information is collected, <b>selected, organized and presented</b>.</p> <p><u>The design specification</u> The student, with some guidance, <b>outlines</b> a method for testing to <b>compare</b> the product/solution against the design specification. The student, with some guidance, is able to <b>list</b> many of the specific requirements met by the product/solution. The <b>Jobs</b> of team members is clearly identified.</p>
5–6	<p><u>The problem</u> The student <b>identifies</b> the problem to be solved. The student outlines a simple design brief. The student <b>describes</b> the importance of the problem</p> <p><u>The design brief</u> The student <b>states and selects</b> appropriate questions to guide the investigation, large list of resources are <b>identified and acknowledged</b>. Extensive information is <b>collected, selected organized and presented</b>.</p> <p><u>The design specification</u> The student, with limited guidance, <b>describes</b> a method for testing to <b>evaluate</b> the product/solution against the design specification. The student, with limited guidance, is able to list the specific requirements met by the product/solution. The <b>Jobs</b> of team members is clearly identified with detail.</p>
Achievement level	<b>Criterion B: DESIGN</b> Acknowledging resources is required for level 5-6
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student <b>generates</b> one design. Designs compared against the design specification. <b>Selects</b> one. Attempt of pros and cons of each design identified.
3–4	The student <b>generates</b> a few designs. Designs compared against the design specification. <b>Selects</b> one. Attempt of pros and cons of each design identified.
5–6	The student <b>generates</b> designs. Designs that meet the design specification. Compares designs against design specification. <b>Select</b> one and <b>justifies</b> with a <b>description</b> the choice against the design specification. Pros and cons of each design are identified.

<b>Achievement level</b>	<b>Criterion C: PLAN</b>
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student <b>produces</b> a plan. The plan <b>makes reference</b> to resources and time. Describes, with guidance, the steps needed to create the product. With guidance, evaluate the plan and identify modification
3–4	With some guidance, the student <b>produces</b> a plan that contains some detail of the steps. The plan shows <b>some details</b> in term of resources and time. The student attempts to <b>analyse</b> the plan against the design specifications.
5–6	The student <b>produces</b> a plan that contains a number of logical steps. The plan shows <b>effective</b> use of time and resources. The student <b>identifies</b> key aspects and safety hazards with the plan. The student <b>analyses</b> the plan against the design specification with regards to modification
<b>Achievement level</b>	<b>Criterion D: CREATE</b>
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p><b>Students use appropriate techniques and equipment</b></p> <ul style="list-style-type: none"> <li>○ use appropriate technique and equipment, with guidance</li> <li>○ attempts to ensure a safe working environment for themselves and others.</li> </ul> <p><b>Students follow the plan</b></p> <ul style="list-style-type: none"> <li>○ follows most of the plan to produce the product/solution with guidance</li> <li>○ reviews the plan and with minimal or no explanation of nay changes to the plan (when necessary).</li> </ul> <p><b>Students create the product/solution</b></p> <ul style="list-style-type: none"> <li>○ create a product/solution of appropriate quality, with guidance</li> </ul> <p><b>Process Journal</b> Minimal</p>
3–4	<p><b>Students use appropriate techniques and equipment</b></p> <ul style="list-style-type: none"> <li>○ use appropriate technique and equipment effectively</li> <li>○ ensure a safe working environment for themselves and others.</li> </ul> <p><b>Students follow the plan</b></p> <ul style="list-style-type: none"> <li>○ follows most of the plan to produce the product/solution with minimal guidance</li> <li>○ reviews the plan and describes any changes to the plan (when necessary)</li> </ul> <p><b>Students create the product/solution</b></p> <ul style="list-style-type: none"> <li>○ Create a product/solution of effective quality</li> </ul> <p><b>Process Journal</b> effective</p>

5–6	<p><b>Students use appropriate techniques and equipment</b></p> <ul style="list-style-type: none"> <li>○ Use appropriate technique and equipment competently</li> <li>○ Ensure a safe working environment for themselves and others</li> </ul> <p><b>Students follow the plan</b></p> <ul style="list-style-type: none"> <li>○ Follows most of the plan to produce the product/solution with minimal guidance</li> <li>○ Reviews the plan and explain any changes to the plan (when necessary)</li> </ul> <p><b>Students create the product/solution</b></p> <ul style="list-style-type: none"> <li>○ Create a product/solution of appropriate quality</li> </ul> <p><b>Process Journal</b> Detailed.</p>
<b>Achievement level</b>	<b>Criterion E: EVALUATE</b>
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p><b>Students evaluate the product/solution</b></p> <ul style="list-style-type: none"> <li>○ carry out tests to compare the product/solution against the design specification, with guidance</li> <li>○ consider the success (and/or failure) of the product/solution in an objective manner based testing, their own views and possibly the views of the intended user.</li> <li>○ consider the impact of the product/solution, with guidance</li> <li>○ identify how the product/solution could be improved, with guidance</li> </ul> <p><b>Students evaluate their use of the design cycle</b></p> <ul style="list-style-type: none"> <li>○ Reflect on their performance at most stages of the design cycle.</li> <li>○ Identify the parts they found difficult and possibly suggest ways in which their performance could be improved, with guidance</li> </ul>
3–4	<p><b>Students evaluate the product/solution</b></p> <ul style="list-style-type: none"> <li>○ carry out tests to compare the product/solution against the design specification</li> <li>○ describe the success (and/or failure) of the product/solution in an objective manner based testing, their own views and/or the views of the intended user.</li> <li>○ consider the impact of the product/solution on individuals and or on society</li> <li>○ describe how the product/solution could be improved</li> </ul> <p><b>Students evaluate their use of the design cycle</b></p> <ul style="list-style-type: none"> <li>○ reflect on their performance at most stages of the design cycle.</li> <li>○ identify the parts they found difficult and suggest ways in which their performance could be improved.</li> </ul>
5–6	<p><b>Students evaluate the product/solution</b></p> <ul style="list-style-type: none"> <li>○ carry out tests to compare the product/solution against the design specification</li> <li>○ consider the success (and/or failure) of the product/solution in an objective manner based testing, their own views and/or the views of the intended user.</li> <li>○ consider the impact of the product/solution on individuals and or on society</li> <li>○ explain how the product/solution could be improved.</li> </ul> <p><b>Students evaluate their use of the design cycle</b></p> <ul style="list-style-type: none"> <li>○ reflect on their performance at most stages of the design cycle.</li> <li>○ identify the parts they found difficult and suggest ways in which their performance could be improved.</li> </ul>

<b>Criterion F: ATTITUDES</b>	<ul style="list-style-type: none"><li>• personal engagement (motivation, independence, general positive attitude)</li><li>• attitudes towards safety, cooperation and respect for others.</li></ul>
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student <b>occasionally</b> display a satisfactory standard in <b>one</b> of the aspects listed above
3–4	The student <b>frequently</b> display a satisfactory standard in <b>both</b> of the aspects listed above
5–6	The student <b>consistently</b> display a satisfactory standard in <b>both</b> of the aspects listed above