

**MYP TECHNOLOGY**  
**ASSESSMENT CRITERIA M4 AND M5**

**Criterion A: investigate**

Maximum 6

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors given below.   |
| 1–2               | The student <b>states</b> the problem. The student investigates the problem, <b>collecting</b> information from sources. The student lists some specifications.  |
| 3–4               | The student <b>describes</b> the problem, <b>mentioning</b> its relevance. The student investigates the problem, <b>selecting and analysing</b> information from <b>some acknowledged</b> sources. The student <b>describes</b> a test to <b>evaluate</b> the product/solution against the design specification.   |
| 5–6               | The student <b>explains</b> the problem, <b>discussing</b> its relevance. The student critically investigates the problem, <b>evaluating</b> information from a <b>broad range of appropriate, acknowledged</b> sources. The student describes <b>detailed</b> methods for appropriate testing to <b>evaluate</b> the product/solution against the design specification. |

**Criterion B: design**

Maximum 6

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors given below.   |
| 1–2               | The student generates <b>one</b> design, and makes <b>some attempt to justify</b> this against the design specification.   |
| 3–4               | The student generates <b>a few</b> designs, <b>justifying</b> the choice of <b>one</b> design and fully <b>evaluating</b> this against the design specification.   |
| 5–6               | The student generates a <b>range of feasible</b> designs, <b>each evaluated</b> against the design specification. The student justifies the chosen design and <b>evaluates</b> it fully and critically against the design specification. |

## Criterion C: plan

Maximum 6

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors given below.   |
| 1–2               | The student produces a plan that contains <b>some details</b> of the steps and/or the resources required.  |
| 3–4               | The student produces a plan that contains a number of <b>logical</b> steps that include resources and time. The student makes some attempt to evaluate the plan.   |
| 5–6               | The student produces a plan that contains a <b>number of detailed, logical</b> steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design. |

## Criterion D: create

Maximum 6

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors given below.   |
| 1–2               | The student considers the plan and creates at least <b>part</b> of a product/solution.   |
| 3–4               | The student <b>uses</b> appropriate techniques and equipment. The student follows the plan and <b>mentions</b> any modifications made, resulting in a product/solution of <b>good</b> quality.   |
| 5–6               | The student <b>competently uses</b> appropriate techniques and equipment. The student follows the plan and <b>justifies</b> any modifications made, resulting in a product/solution of <b>appropriate</b> quality using the resources available. |

## Criterion E: evaluate

Maximum 6

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors given below.   |
| 1–2               | The student evaluates the product/solution <b>or</b> his or her own performance. The student makes some <b>attempt to test</b> the product/solution.   |
| 3–4               | The student evaluates the product/solution <b>and</b> his or her own performance and suggests ways in which these could be improved. The student <b>tests</b> the product/solution to evaluate it against the design specification.  |
| 5–6               | The student evaluates the success of the product/solution in an objective manner based on the <b>results of testing</b> , and the <b>views of the intended users</b> . The student provides an evaluation of his or her own performance <b>at each stage of the design cycle</b> and suggests improvements. The student provides an appropriate evaluation of the <b>impact</b> of the product/solution on life, society and/or the environment. |

## Criterion F: attitudes in technology

### Maximum 6

This criterion refers to students' attitudes when working in technology. It focuses on an overall assessment of two aspects:

- personal engagement (motivation, independence, general positive attitude)
- attitudes towards safety, cooperation and respect for others.

By their very nature these qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken.

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors given below.                       |
| 1–2               | The student <b>occasionally</b> displays a satisfactory standard in <b>one</b> of the aspects listed above.  |
| 3–4               | The student <b>frequently</b> displays a satisfactory standard in <b>both</b> of the aspects listed above.   |
| 5–6               | The student <b>consistently</b> displays a satisfactory standard in <b>both</b> of the aspects listed above. |