

# (SA1) Studio Project – All Criteria

# MYP Design Grade 10

Statement of Inquiry:

Understanding of users and developing empathy is critical in the design of innovative and functional solutions.

Students have considerable autonomy to develop a solution which appeals to their interests and showcases their skills and ability. Throughout the unit students will follow the MYP design cycle, completing research, developing ideas, producing the solution, and evaluating their success. Unlike other units in MYP, students are given access to all assessments at the start and will submit 5 revisions at intervals.

1. A first draft will be uploaded to show progress and receive feedback by **March 18**. (5 classes after introduction)
2. Criteria A will be assessed based on completion by **March 25**. (3 classes after draft, 8 total)
3. Criteria B will be assessed based on completion by **April 22**. (10 classes after A, 18 total)
4. Criteria C will be assessed based on completion by **May 20**. (9 classes after B, 27 total)
5. Criteria D will be assessed based on completion by **June 3**. (5 classes after C, 32 total)

Students are allowed and encouraged to add to different sections of the studio project when relevant, rather than waiting to begin each section until the previous part is complete. Work may also be updated across the project as needed, even if the corresponding assessment date has passed. For example, a student may wish to update the design specifications (criteria B) to reflect a change made while working on criteria C. This update would also ensure that their evaluation in criteria D addresses the real specifications.

<b>Work to be completed:</b>	Complete all tasks in the Studio Project document. This will mean that you conduct research, develop ideas, produce a functional product, and evaluate your work.
<b>Number of lessons for work:</b>	32 total. 5 classes for first draft, 3 to complete criteria A, 10 for criteria B, 9 for criteria C, and 5 for criteria D.
<b>Where to submit the work:</b>	Upload your Word document to ManageBac at each interval. (First draft, A, B, C, and D). Demonstrate physical and digital products in class.
<b>Special Requirements:</b>	Students may work in small groups with <b>teacher approval</b> . Each student in a small group must be able to clearly identify and explain their role, and how their work will differ from others in the group.
<b>AI and Translation Rules:</b>	All <b>assessed work</b> must be completed authentically by students <b>without assistance of AI</b> . AI may be used to help explain concepts and locate sources. You should <b>ask a teacher before</b> using AI.  Translation is allowed for words and when completing research. Work must be written in English, not any other languages then translated. Use of tools such as Grammarly to improve your writing count as AI use and are not allowed.

During this unit students will follow the design cycle but have autonomy to choose the direction of their work and target audience. In addition to product-specific resources in Moodle, the teacher will provide a **list of suggested projects**, **project checklist**, a **suggested time management plan**, **completed sample project elements**, and **user-centered design guides**.

Inquiry Questions	
<b>Factual:</b>	Why is ACCESSFM a useful framework for product analysis?
<b>Conceptual:</b>	How can designers choose the most effective user-centered research methods for a given project? What kind of documentation and explanation is necessary when sending plans to a manufacturer?
<b>Debatable:</b>	What kinds of changes require documentation?

The ATL skills of **Self-Management: Organization, Communication, and Research: Information Literacy** are in focus this unit. Students must manage their time and efforts wisely for the duration of the project in order to complete all tasks. They will communicate with a potential user when developing their product, present their work to class, and further develop communication skills when gathering data and evaluating their work. Throughout the project they will need to explain progress, concepts, and ideas, as well as engage in conversations about their work. Research skills are developed across the unit, such as when students will produce a research plan, or analyze gathered data.

## Task Specific Clarifications

*Ai. Explain and justify the need for a solution to a problem for a specified client or target audience.*

**Interview a potential client and produce a primary user persona which explains and justifies the creation of a product or solution.**

*Aii. Identify and prioritize primary and secondary research needed to develop a solution to the problem.*

**Identify what information is needed to create your product and produce a research plan.**

*Aiii. Analyse a range of existing products that inspire a solution to the problem.*

**Complete ACCESSFM tables and analysis for at least 4 products that could inspire a solution.**

*Aiv. Develop a detailed design brief which summarizes the analysis of relevant research.*

**Write a concise, detailed design brief summarizing your analysis and research.**

*Bi. Develop design specifications which clearly state the success criteria for the design of a solution.*

**Produce design specifications which include explanation of their selection and how success will be measured.**

*Bii. Develop a range of feasible design ideas that can be correctly interpreted by others.*

**Produce at least 3 feasible design ideas that incorporate sketches, diagrams, notes, and other media.**

*Biii. Present the chosen design and justify its selection.*

**Choose 1 design idea to further expand, write a justification for your choice, and present the design in class.**

*Biv. Develop accurate and detailed planning drawings or diagrams and outline the requirements for the creation of the chosen solution.*

**Develop accurate and detailed drawings and outline requirements and considerations for the creation of your product.**

*Bi. Construct a logical plan that describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.*

**Construct a logical and efficient plan that describes use of time and resources which can be understood by others.**

*Cii. Demonstrate excellent technical skills when making the solution.*

**Demonstrate excellent technical skills when creating your product.**

*Ciii. Follow the plan to create the solution, which functions as intended.*

**Follow the plan you created to create a functional solution.**

*Civ. Fully justify changes made to the chosen design and plan when making the solution.*

**Justify all notable changes made to the design and your plan when creating the product.**

*Di. Design detailed and relevant testing methods which generate data to measure the success of the solution.*

**Design specific, detailed and relevant testing methods which generate data to measure your success.**

*Dii. Critically evaluate the success of the solution against the design specification.*

**Critically evaluate your success based on data generated and your design specifications.**

*Diii. Explain how the solution could be improved.*

**Explain how your product could be improved, based on your critical evaluation and personal observations.**

*Div. Explain the impact of the solution on the client or target audience.*

**Present your work to the client or target audience and explain the impact of your solution.**

<b>Part 1: Research</b>		<b>Criteria A</b>
<b>Due March 25, by 8:10AM</b>	Ai: User Persona and Project Justification Aii: Research Plan Aiii: Product Analysis Aiv: Design Brief	
<b>READ THE DETAILS BELOW BEFORE YOU START!</b>		

This is the last unit of MYP Design, and you have a lot of creative freedom to choose what you will design. There are only a few *critically important* things to share before you start, so read this page carefully.

### Group Projects vs. Solo Projects

- You may work in small groups if you'd like, but this is not required.
- Groups **must be approved** by your teacher, who will decide if a group is appropriate or not for a specific project.
- Read through the **entire assessment before** you choose a project or think about making a group!
- Each student in a group must complete **their own assessment**. Students **may not** share assessment tasks, though discussion and shared ideas is expected. (More details to be provided as needed)

### Technical Assistance and Developing Skills

You are allowed and even encouraged choose a project that will require you to devote time and energy to developing and expanding your skills. However, you must think critically about whether you a project idea is feasible before you choose to move forward with it. Your teacher will provide guidance and help, but not extensive 1:1 training or production assistance. If you don't think you'll be able to **reasonably** complete **90-95%** of the work **on your own** you will need to choose a different product. You should apply the same critical thinking when considering a project with many things you would need to learn. The table below is intended to help explain and clarify these concerns.

Unreasonable Expectations	Appropriate Expectations
I <b>don't know how to sew</b> , but I want to design a backpack. I can get Mr. K to teach me how to use a sewing machine and give me fabric. I can probably learn how to sew, make patterns, choose materials, and make the bag in this time.	I don't know how to sew, maybe I shouldn't choose to make a backpack. - Or - I've used a sewing machine before, and Mr. K can show me how to use the one at school. I will create potential designs are not very complicated, and I can add details if I become skilled and confident.
I want to design a new keyboard. I <b>have no idea where to start</b> , am not very good at Fusion, and have never written any code. I saw a video of someone build a keyboard on Bilibili though, and it didn't look too hard.	I wanted to design a new keyboard, but I think that's too complicated. I am good at 3D modeling and have written code before, so I think I could make a device with a few buttons that can be programmed as computer shortcuts.
I think Warhammer 40,000 looks cool but is expensive, so I want to <b>design rules for a similar game</b> that can be played with Lego instead. I will design several Lego armies and borrow Mr. K's rulebook for research. I've never played Warhammer 40,000, strategy tabletop games, or turn based strategy games before.	I think Warhammer 40,000 looks cool but is expensive. I've played it before and understand how strategy PC or tabletop games work. I want to design rules for a <b>simplified</b> game that can be played by building units with Lego pieces. I will design basic unit types that can be customized by players rather than many different full armies.
I want to design a storage cabinet for art supplies. I really want to build something with wood, since I haven't used it before. Mr. K can give me materials and teach me how to use tools to make the cabinet. I can use him as a primary research source.	I want to build something with wood, since I haven't used it before. I found several good 'first project' ideas, and will discuss them with my teacher to determine if it is realistic to learn skills and complete them in the time I have. I will choose a project that requires only a little help from my teacher.

**Some Potential Ideas:**

A 3D printable product such as a functional educational model of river dam, a backpack organizer, or a

A project combining 3D printing and microcontrollers (Like Arduino, ESP32, etc), such as a Stream Deck, an air quality monitor, or a sound activated light.

A PC game in Unreal Engine, even if it's just a tech demo.

A tabletop game (or a board game, a card-based game). Perhaps including custom 3D-modeled pieces.

A *textile* product, like a laptop bag, a hat, or a reusable lunchbag.

An Architectural Model (Like designing a building or bridge)

A new kind of product packaging, such as a unique customized waimai box.

A new Lego set, designed in Bricklink Studio with instructions are package design.

A phone app or website that has a specific function.

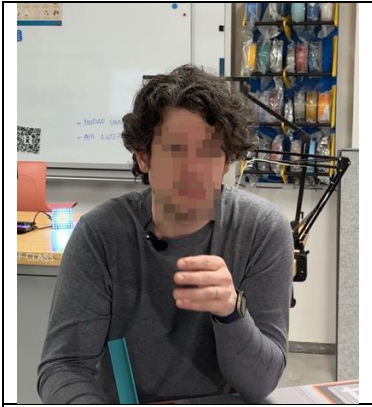
What you create is up to you. If you have trouble thinking of ideas you may use an AI tool to help brainstorm possibilities. Think about projects that could be fun to create, or that you'd like to learn more about.

Talk to friends, classmates, and teachers to help come up with more ideas. Be 100% sure you read through **task Ai** and before you choose. When you're sure what you want to do fill out the box below.

<b>What are you planning to create?</b>	In the box below write 1-3 sentences sharing the product you are planning to create without going into too much detail.
<i>I'm planning to create...</i>	

<b>Ai: Primary Persona &amp; Project Justification</b>	<b>Interview a potential client</b> and produce a primary user persona which <b>explains</b> and <b>justifies</b> the creation of a product or solution.
<b>Task Details and Tips</b>	<p>Once you've chosen a product idea you must prove there is a <b>reason</b> for your product to be made. You will need to interview a <b>potential client</b> for this, and their insights will help you to create a <b>primary persona</b> to guide your design.</p> <p>A <b>primary persona</b> (or <i>user persona</i>) is profile of a someone who is the intended user of your product. This can be a specific person, or a <i>composite</i>, basically a combination of many different interviews. If you were to design a shelving system for the design workshop your <i>specific</i> user persona could be Mr. K. If you designed a backpack for ISNS high school students your primary persona would be a combination of the most common things you learned interviewing <i>many</i> students.</p> <p>For this task you are only required to interview <b>1</b> person, but you may choose to conduct several interviews or a <i>focus group</i> and create a composite user.</p> <p>Students who work in <b>groups</b> must either interview <i>different</i> people, or conduct a <i>focus group</i> and produce their own composite primary persona. Groups may <u>not</u> interview the same person.</p>
<b>IMPORTANT!</b>	Carefully review the example primary persona and read the task details and tips before starting!

<b>Primary Persona Example</b>				
	Name: Prawn Katronski	Age: 36	Gender: Male	Occupation: Design Teacher

	<p style="text-align: center;"><i>“It would be so cool to go to a random place like a park or outside a café and set up a video or livestream- like a multi-camera, professional looking production.”</i></p>
<p><b>Motivation</b></p>	<ul style="list-style-type: none"> <li>• Makes videos about design projects and other things for the internet.</li> <li>• Wants to expand content covered and reduce equipment needed.</li> </ul>
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>• Wants to be able to set up livestreams from locations without nearby power outlets.</li> <li>• Make it easy to set up and take down video production equipment to give more time for editing and making things.</li> </ul>
<p><b>Frustrations</b></p>	<ul style="list-style-type: none"> <li>• Power cables can be a tripping hazard and take time to clean up.</li> <li>• Small power banks run out too fast when powering lights, a laptop, an ipad, and cameras.</li> </ul>
<p><b>Background</b></p>	<p>Prawn is a design technology teacher in Shenzhen, at an international school. Over the years he has produced a lot of video content for his school, and in the past year has focused on his own projects. He has gained a following online, and hopes to expand it by making more and better videos. To do this, he hopes to find solutions for speeding up slow parts of video production. He also hopes to be able to produce high quality videos with lots of equipment in unique locations, away from power outlets.</p>

## Project Explanation and Justification

<p><b>Requirements</b></p>	<p>In the box below you must <b>write 4-8 sentences</b> that <b>explain</b> what you plan to create and provide a <b>justification</b> for why it should be made. Both elements should be <b>directly</b> linked to the primary persona.</p> <p>You may provide <i>some</i> specific details, but be sure you don't narrow your focus too much, as you still have research, analysis, and ideation to complete. If you already have a very specific idea you are <i>strongly</i> encouraged to embrace on being open-minded and try to wait until criteria Biii to lock down the exact details.</p>

## Primary Persona

<p><b>Picture of persona</b></p>	<p>Name:</p>	<p>Age:</p>	<p>Gender:</p>	<p>Occupation:</p>
	<p>Direct quote/statement which supports project (see example)</p>			
<p><b>Motivation</b></p>	<ul style="list-style-type: none"> <li>• Motivation 1</li> <li>• Motivation 2</li> </ul>			
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>• Motivation 1</li> <li>• Motivation 2</li> </ul>			
<p><b>Frustrations</b></p>	<ul style="list-style-type: none"> <li>• Motivation 1</li> <li>• Motivation 2</li> </ul>			
<p><b>Background</b></p>	<p>Brief explanation of who the primary persona is, whether they are an actual person or a hypothetical, composite person.</p>			

<b>Aii: Research Plan</b>	Identify what information is needed to create your product and produce a research plan.
Write primary and secondary research questions, find sources to help answer the questions, and build a research plan. Below is a selection of questions to help you focus your research and develop strong questions.	

Questions about the <b>client</b> or <b>primary persona</b>	<p>What problem or need did my client clearly identify?          What does my client want and what do they actually need?          Who is the primary user? Are there secondary users?          What assumptions am I making that need to be verified through research?</p>
Identifying <b>what</b> you need to research	<p>What information do I need before I can design responsibly?          What do I not yet understand about:</p> <ul style="list-style-type: none"> <li>• The user?</li> <li>• The context of use?</li> <li>• Existing solutions?</li> <li>• Materials or production methods?</li> </ul>
Planning primary research	<p>What follow-up questions do I need to ask my client?          Should I interview additional users? Why?          Do I need to collect measurements (anthropometric data, spatial constraints)?          How will I ensure my questions are open-ended and unbiased?</p>
Planning secondary research	<p>What existing products solve a similar problem?          What design features make those products successful or unsuccessful?          What materials are commonly used for similar products?          What production methods are realistic for my context?</p>
Evaluating and choosing sources	<p>Is this source reliable and credible?          Is the information current and relevant to my context?          Does this source directly help me make a design decision?          Am I using a range of sources (expert, user, academic, commercial)?</p>
Prioritizing research	<p>Which research will most strongly influence my design decisions?          What must be researched first in order to move forward?          What research is useful but not essential?          Have I justified why certain sources are more important than others?</p>

<b>Aiii: Product Analysis</b>	Complete <b>ACCESSFM</b> and <b>analysis</b> for <b>4</b> products that could inspire a solution.
<b>Task Details and Tips</b>	Choose 4 products that address the problem you are attempting to solve or are closely related to the product you hope to develop. <b>Analyze</b> them using the ACCESSFM framework.
<b>IMPORTANT!</b>	<p>Complete the ACCESSFM tables <i>BEFORE</i> you write the analysis for each product.</p> <p>Only choose products that are <b>relevant</b> to your user and product idea. Ask your teacher if you are having trouble with product research.</p> <p>Guiding questions are provided but are not required for your analysis. Further, you are not required to use the same structure or questions for each product.</p>

ACCESS FM Quick Reference Guide			
<b>Aesthetics</b> means <b>what does the product look like?</b>	<b>Cost</b> means <b>how much does the product cost to buy?</b>	<b>Customer</b> means <b>who will buy or use your product?</b>	<b>Environment</b> means <b>will the product affect the environment?</b>

What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?	How much does it: Cost to buy? Cost to make? How much do the different materials cost? Is it good value?	Who will buy your product? Who will use your product? What is their: Age? Gender? What are their: Likes? Dislikes? Needs? Preferences?	Is the product: Recyclable? Reuseable? Repairable? Sustainable? Environmentally friendly? Bad for the environment?
<b>Size</b> means <b>how big or small is the product?</b>  What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?	<b>Safety</b> means <b>how safe is the product when it is used?</b>  Will it be safe for the customer to use? Could they hurt themselves? What's the correct and safest way to use the product? What are the risks?	<b>Function</b> means <b>how does the product work?</b>  What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this	<b>Material</b> means <b>what is the product made out of?</b>  What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Product 1	Name of Product	
	Details	Additional Notes
Aesthetics		
Cost		
Customer		
Environment		
Size		
Safety		
Function		
Material		

<p><b>Analysis</b></p> <p><i>Why did you choose this product? How will it inspire your designs? How does it compare to other products analyzed? How does it meet the needs of the primary persona? What could be improved?</i></p>

<b>Aiv: Design Brief</b>	Write a concise, detailed design brief summarizing your analysis and research.
<b>Task Details and tips</b>	Type your design brief in the box below. It should be <b>1 paragraph</b> that explains what you plan to do and why, and a summary of what you have learned through research and analysis.

<b>Part 2: Developing Ideas</b>	<b>Criteria B</b>
<b>Due on April 22, before 8:10AM</b>	Bi: Design Specifications Bii: Design Ideas Biii: Presenting the Chosen Design Biv: Drawings and Requirements

<b>Bi: Design Specifications</b>	Produce design specifications which include explanation of their selection and how success will be measured.
<b>Task Details and Tips</b>	<p>Create a set of design specifications for your product. You will use ACCESSFM as a starting point but are not required to include <i>all</i> parts. (Ex: <i>Safety would not be needed for a PC game</i>)</p> <p>Each specification should be written with the <i>measurability</i> in mind. You will narrow down the <i>specific</i> details in Biii and Biv, so avoid writing your specifications in as unchangeable requirements.</p> <p>Example design specifications which are too specific:</p> <ul style="list-style-type: none"> <li>• The handle must be 92mm wide and have a diameter of 22mm.</li> <li>• Outer color must be hot pink, inner color must be pearl white.</li> </ul> <p>Example design specifications revised to be appropriate:</p> <ul style="list-style-type: none"> <li>• The handle must be big enough to fit an average adult hand.</li> <li>• The outer color must be vibrant, with a more neutral inner color.</li> </ul> <p>Provide explanations for your design specifications based on your research and analysis.</p> <p>You must write how the specification could be tested, but do not need to create specific testing methods until Di. For this task write only a broad idea, such as '<i>Observe users playing the game</i>'.</p>

Change, add, or delete categories as needed	Design Specifications	
	<i>Details and Explanation</i>	<i>How it could be tested</i>
<b>Aesthetics</b>		
<b>Cost</b>		
<b>Customer</b>		
<b>Environment</b>		
<b>Size</b>		
<b>Safety</b>		
<b>Function</b>		
<b>Material</b>		

<b>Bii: Design Ideas</b>	Produce at least 3 feasible design ideas that incorporate sketches, diagrams, notes, and other media.
<b>Task Details and Tips</b>	<p>The way you produce your design ideas will differ based on your chosen project, but each design idea should be <b>authentically created</b>, and feature <b>annotations</b>. (Meaning that <i>you</i> created it, and that you wrote notes explaining it.)</p> <p>Fill the space below with at least 3 feasible design ideas, with relevant images and notes. (<i>Notes may be handwritten if including images of hand-drawn concepts.</i>)</p>

Design Idea 1:

Design Idea 2:

Design Idea 3:

<b>Biii: Presenting your Design</b>	Choose 1 design idea to further expand, write a justification for your choice, and present the design in class.
<b>Task Details and Tips</b>	<p>Create a <b>1 page presentation slide</b> to present to class. It must include <b>briefly</b> explain <b>what</b> you are going to create, <b>who</b> it is for, <b>how</b> you will create it, and <b>why</b> you chose this project.</p> <p>Your presentation should be between 60 and 90 seconds- don't go long!</p> <p>Include an <b>image</b> of your slide below. (You will present it in class)</p>

<b>Biv: Production Drawings</b>	Develop accurate and detailed drawings and outline requirements and considerations for the creation of your product.
<b>Task Details and Tips</b>	<p>Insert images or screenshots of all drawings or diagrams in the space below.</p> <p>Notes may be handwritten, added in this document, or a combination. Unlike Bii, notes for this task must be specifically directed at the production of the product, able to guide another designer or manufacturer.</p> <p>Explanations are only required for technical considerations, not for choices made. For example, writing 'Outer color: hot pink' would be appropriate, but 'the outer color is hot pink because the client really likes the movie Barbie and requested it' is not relevant to production.</p> <p>Product types differ, and the kind of accurate and detailed information required will vary. A backpack should have many measurements, while an application should have a wireframe of the user interface.</p>
<b>IMPORTANT!</b>	<p>Be sure that critical information is clear and easy to find. Mistakes in production are much likely if important details aren't easy to spot.</p> <p>Your drawings and diagrams should represent <b>1 specific product design</b>. This is not the place to provide additional ideas, or variations. You may make additional drawings for yourself as changes are allowed, but <i>this</i> task involves you providing visual and written materials to guide production.</p> <p>Example Mistakes:</p> <ul style="list-style-type: none"> <li>• 2 drawings of a backpack have 2 pockets on the front, while another shows only 1 pocket.</li> <li>• Notes for an application talk about a feature that is not explained or shown in diagrams.</li> <li>• Card sizes are drawn as a square, but measurements written are 9cm x 6cm.</li> </ul>

<b>Part 3: Production</b>	<b>Criteria C</b>
<b>Due on May 20, before 8:10AM</b>	<p>Ci: Construct a Plan  Cii: Demonstrating Technical Skill  Ciii: Create a Functional Product  Civ: Justify Changes</p>

<b>Ci: Your Production Plan</b>		Construct a logical and efficient plan that describes use of time and resources which can be understood by others.
<b>Task Details and Tips</b>	You have <b>9 classes</b> dedicated to criteria C; which is due almost 1 month after criteria B.	
	Complete the plan template below, adding details for <b>what you will do</b> , how <b>long it might take</b> , and <b>what resources or tools are needed</b> . You may add additional days, but finish the plan for 9 classes before adding more.  Logic and efficiency are critical to your success and grade.	

<b>Cii: Technical Skills</b>		Demonstrate excellent technical skills when creating your product.
<b>Task Details and Tips</b>	Because your project can be extremely different from what other students choose to make, there is not a single correct way to demonstrate technical skills. Instead you will need to choose several parts of your project that you feel are a good indicator of your skill. Follow the template below to highlight <b>between 3 and 8</b> areas where you demonstrated skill to create the product.	

<b>1</b>	<i>Title of Area or Skill</i>	
	<i>Picture of Skill</i>	<i>Picture of Skill (or merge cells)</i>
Brief description explaining your choice and how skill is demonstrated.		

<b>2</b>	<i>Title of Area or Skill</i>	
	<i>Picture of Skill</i>	<i>Picture of Skill (or merge cells)</i>
Brief description explaining your choice and how skill is demonstrated.		

<b>3</b>	<i>Title of Area or Skill</i>	
	<i>Picture of Skill</i>	<i>Picture of Skill (or merge cells)</i>
Brief description explaining your choice and how skill is demonstrated.		

<b>Ciii: Creating your Product</b>		Follow the plan you created to create a functional solution.
<b>Civ: Justifying Changes</b>		Justify all notable changes made to the design and your plan when creating the product.
<b>Task Details and Tips</b>	Complete 8 daily updates, including <b>pictures</b> of your work and <b>notes about changes</b> and <b>progress</b> . Review the guide for examples of exemplary and poorly completed daily updates.	

<b>1</b>	<i>1-2 sentences linking what your progress update to your plan</i>		<i>Date:</i>
	<i>Picture of work</i>	<i>Picture of Skill (or merge cells)</i>	
Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.			
<b>CHANGE LOG</b>			
	<b>Change Made</b>	<b>Reason for Change</b>	<b>Does the change impact future plans?</b>

<b>2</b>	<i>1-2 sentences linking what your progress update to your plan</i>		<i>Date:</i>
	<i>Picture of work</i>	<i>Picture of Skill (or merge cells)</i>	
Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.			
<b>CHANGE LOG</b>			
	<b>Change Made</b>	<b>Reason for Change</b>	<b>Does the change impact future plans?</b>

<b>3</b>	<i>1-2 sentences linking what your progress update to your plan</i>		<i>Date:</i>
	<i>Picture of work</i>	<i>Picture of Skill (or merge cells)</i>	
Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.			
<b>CHANGE LOG</b>			
	<b>Change Made</b>	<b>Reason for Change</b>	<b>Does the change impact future plans?</b>

<b>4</b>	<i>1-2 sentences linking what your progress update to your plan</i>		<i>Date:</i>
	<i>Picture of work</i>	<i>Picture of Skill (or merge cells)</i>	

Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.

**CHANGE LOG**

Change Made	Reason for Change	Does the change impact future plans?

**5**

*1-2 sentences linking what your progress update to your plan*

*Date:*

*Picture of work*

*Picture of Skill (or merge cells)*

Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.

**CHANGE LOG**

Change Made	Reason for Change	Does the change impact future plans?

**6**

*1-2 sentences linking what your progress update to your plan*

*Date:*

*Picture of work*

*Picture of Skill (or merge cells)*

Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.

**CHANGE LOG**

Change Made	Reason for Change	Does the change impact future plans?

**7**

*1-2 sentences linking what your progress update to your plan*

*Date:*

*Picture of work*

*Picture of Skill (or merge cells)*

Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.

**CHANGE LOG**

Change Made	Reason for Change	Does the change impact future plans?


<b>8</b>	1-2 sentences linking what your progress update to your plan	Date:
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Picture of work	Picture of Skill (or merge cells)
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Write a short description of what you accomplished, and address any challenges faced, success achieved, or other useful details.

**CHANGE LOG**

Change Made	Reason for Change	Does the change impact future plans?

<b>Part 4: Evaluation</b>	<b>Criteria D</b>
<b>Due on June 3, before 8:10AM</b>	Di: Testing Methods Dii: Research Plan Diii: Product Analysis Div: Impact on the Client

<b>Di: Testing Methods</b>	Design <b>specific, detailed</b> and <b>relevant testing methods</b> which <b>generate data</b> to measure your success. Once methods are chosen, <b>collect data</b> .
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<b>Task Details and Tips</b>	<p>You must design at least <b>3 testing methods</b>, including <b>1</b> user-centered testing method, and <b>1</b> specialized test. Screenshots are <i>only</i> acceptable if limited to graphs or charts. (<i>Do not take a screenshot of a full page of Microsoft Forms results</i>)</p> <p>User-centered research methods appropriate for evaluation can include user observation, interviews, surveys and focus groups.</p> <p>Specialized tests may be conducted to evaluate function, materials, safety, etc. Refer to the ACCESSFM guide and your design specifications.</p> <p>Questions should be <b>open-ended</b>. If your question can be answered with 'Yes' or 'No' it likely needs to be changed.</p> <p>You will use the data you collect to write your evaluation for task Dii. Collecting too little information will make it difficult to write a satisfactory evaluation, but too much information could be challenging to condense. Asking 5 people the same simple question will give you only a small amount of useful data, but asking detailed questions each will give you too much to analyze on 1 page.</p>
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-Testing methods go here-

<b>Dii: Critical Evaluation</b>	Critically evaluate your success based on <b>data generated</b> and your <b>design specifications</b> .
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<b>Task details and tips</b>	<p>You may write up to 1 page (single spaced, size 10 Helvetica). Anything you write on another page will <b>not be read or graded</b>.</p> <p>Your evaluation must be based on the <b>data</b> and your <b>design specifications</b>, <i>not</i> your own feelings of success or failure. In Diii you will have the chance to add personal observations and thoughts when discussing improvements.</p> <p>Honesty and accurately interpreting your data matter, overall success or failure does not.</p>
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-Critical evaluation goes here-

<b>Diii: Improvement Ideas</b>	Explain how your product could be improved, based on your critical evaluation and personal observations.
<b>Task details and tips</b>	You may use up to one page to document improvement ideas. Review the example and use the provided format when completing this task.

-Improvement ideas go here-

<b>Div: Presenting your Work</b>	Present your work to the client or target audience and explain the impact of your solution.
<b>Task details and tips</b>	<p>Present and demonstrate your product to your client or target audience. This may have been done in Di, and if so you should review your data and any notes taken. Note that survey data is <i>only</i> appropriate if completed by target audience members who have used your product.</p> <p><b>Write a paragraph</b> in the box below about how your work was received by the client or target audience. Review your primary persona before completing this task.</p> <p>AFTER you finish your impact paragraph, create a <i>quick</i> advertisement for your product which highlights some of its features and resembles existing ads. You may choose to create a poster, a roadside sign, a mobile ad, a commercial, or other ideas appropriate to your product.</p> <p>Your advertisement is <u>not</u> a part of your grade, so be sure to prioritize all other tasks in criteria D before working on it.</p>
<i>Impact paragraph goes here</i>	

### Detailed Task Specific Clarifications

*Ai. Explain and justify the need for a solution to a problem for a specified client or target audience.*

**Interview a potential client and produce a primary user persona which explains and justifies the creation of a product or solution.**

1-2	3-4	5-6	7-8
I stated the need for a for a product or solution for a client or target audience.	I outlined the need for a for a product or solution for a client or target audience.	I explained the need for a for a product or solution for a client or target audience.	I explained and justified the need for a for a product or solution for a client or target audience.

*Aii. Identify and prioritize primary and secondary research needed to develop a solution to the problem.*

**Identify what information is needed to create your product and produce a research plan.**

1-2	3-4	5-6	7-8
I did not produce an adequate research plan.	With guidance I outlined a research plan that identifies primary and secondary research needed to develop a solution.	I constructed a research plan that identifies and prioritizes research needed to develop a solution with limited guidance.	I constructed a detailed research plan that identifies and prioritizes the research needed to develop a solution independently.

*Aiii. Analyse a range of existing products that inspire a solution to the problem.*

**Complete ACCESSFM tables and analysis for at least 3 products that could inspire a solution.**

1-2	3-4	5-6	7-8
I did not adequately analyze a range of products.	I analyzed 1-2 products that could inspire my work.	I analyzed 3 products that could inspire my work.	I completed detailed analysis of 3+ products that could inspire my work.

*Aiv. Develop a detailed design brief which summarizes the analysis of relevant research.*

**Write a concise, detailed design brief summarizing your analysis and research.**

1-2	3-4	5-6	7-8
I developed a basic design brief which states the findings of my research.	I developed a design brief which outlines the findings of my research.	I developed a design brief which explains the findings of my research.	I developed a detailed design brief which summarizes the analysis of my research.

*Bi. Develop design specifications which clearly state the success criteria for the design of a solution.*

**Produce design specifications which include explanation of their selection and how success will be measured.**

1-2	3-4	5-6	7-8
I listed some basic design specifications.	I listed some design specifications related to the success of the product.	I developed design specifications which outline the success of the product.	I developed detailed design specifications which explain the success criteria based on my research.

*Bii. Develop a range of feasible design ideas that can be correctly interpreted by others.*

**Produce at least 3 feasible design ideas that incorporate sketches, diagrams, notes, and other media.**

1-2	3-4	5-6	7-8
I presented 1 design idea.	I presented a 2-3 feasible design ideas with images or notes which are mostly able to be interpreted by others.	I developed 3+ feasible design ideas with images and notes that can be interpreted by others.	I developed 3+ feasible design ideas with clear and detailed images and notes that can be interpreted by others.

*Biii. Present the chosen design and justify its selection.*

**Choose 1 design idea to further expand, write a justification for your choice, and present the design in class.**

1-2	3-4	5-6	7-8
I did not complete 3 designs in Bii, or did not choose a design to present.	I justified the choice of design by referencing the specifications. My presentation was not very detailed.	I justified the choice of design by referencing the specifications. My presentation was partially detailed.	I justified the choice of design by critically referencing the specifications. My presentation was detailed.

*Biv. Develop accurate and detailed planning drawings or diagrams and outline the requirements for the creation of the chosen solution.*

**Develop accurate and detailed drawings and outline requirements and considerations for the creation of your product.**

1-2	3-4	5-6	7-8
I created incomplete planning drawings.	I created drawings/plans or listed the requirements needed to create my product.	I developed accurate drawings/plans and listed requirements to create my product.	I developed accurate and detailed drawings/plans and outlined requirements to create my product.

*Ci. Construct a logical plan that describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.*

**Construct a logical and efficient plan that describes use of time and resources which can be understood by others.**

1-2	3-4	5-6	7-8
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I did not complete a plan, or the plan I created is not suitable for this project.	I constructed a plan that includes some details, but would be somewhat difficult for peers to follow.	I constructed a logical plan that describes the use of time and resources and can be followed by peers.	I constructed a detailed and logical plan that describes the efficient use of time and resources and can be followed by peers.
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*Cii. Demonstrate excellent technical skills when making the solution.*

**Demonstrate excellent technical skills when creating your product.**

1-2	3-4	5-6	7-8
I demonstrated minimal technical skills when making my product.	I demonstrated satisfactory technical skills when making my product.	I demonstrated competent technical skills when making my product.	I demonstrated excellent technical skills when making my product.

*Ciii. Follow the plan to create the solution, which functions as intended.*

**Follow the plan you created to create a functional solution.**

1-2	3-4	5-6	7-8
I created a product that functions poorly and is incomplete.	I created a product that partially functions and is adequately completed.	I created a product that functions as intended and is adequately completed.	I followed my plan and created a product that functions as intended and is fully completed.

*Civ. Fully justify changes made to the chosen design and plan when making the solution.*

**Justify all notable changes made to the design and your plan when creating the product.**

1-2	3-4	5-6	7-8
I did not outline changes made to my product.	I outlined changes made to my product during creation.	I described changes made to my product during creation.	I justified changes made to my product during creation.

*Di. Design detailed and relevant testing methods which generate data to measure the success of the solution.*

**Design specific, detailed and relevant testing methods which generate data to measure your success.**

1-2	3-4	5-6	7-8
I designed a testing method which is used to measure the success of my product.	I designed a relevant testing method which generates data to measure the success of my product.	I designed relevant testing methods which generate data to measure the success of my product.	I designed detailed and relevant testing methods which generate data to measure the success of my product.

*Dii. Critically evaluate the success of the solution against the design specification.*

**Critically evaluate your success based on data generated and your design specifications.**

1-2	3-4	5-6	7-8
I stated the success of my product.	I outlined the success of my product based on design specifications and relevant testing.	I explained the success of my product based on design specifications and relevant testing.	I critically evaluated the success of my product based on design specifications and authentic testing.

*Diii. Explain how the solution could be improved.*

**Explain how your product could be improved, based on your critical evaluation and personal observations.**

1-2	3-4	5-6	7-8
I did not adequately explain my improvement ideas.	I outlined how the product could be improved.	I described how the solution could be improved.	I explained how the solution could be improved.

*Div. Explain the impact of the solution on the client or target audience.*

**Present your work to the client or target audience and explain the impact of your solution.**

1-2	3-4	5-6	7-8
I did not adequately address the impact of the product on the client.	I outlined the impact of the product on the client.	I explained the impact of the product on the client with guidance.	I explained the impact of the product on the client.

## Design Command Terms

Command term	Definition
Analyze	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	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	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
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. (See also "Explain".)
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.
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).