

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MYP Technology Assessment Task: *Unit 2 Windows Movie Maker Documentaries***

Teacher: Mr. Thompson

**AREA OF INTERACTION**  
Human Ingenuity  
  
**SIGNIFICANT CONCEPTS**

Technology can influence the way we create, transform ideas, rationalize and synthesize our thoughts

**MYP UNIT QUESTION**  
How does the production of documentary video impact on learning of subject matter?

**Students will:**

* Use their work as educational/informative platform for creating documentaries of their work in other subject areas

**Evidence required:**

* Completed online design cycle booklet (Investigate, Plan & Create to be formally assessed)
* Completed WMM documentary

Please refer to the attached rubric created as your unit assessment. Good luck!

**DISK Technology 　　　　　　　 　　　　　　　　　　　　　　 　Name:**

**Criteria A: Investigate**

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| **Level** | **Descriptor** | Task specific clarifications |  | **Criteria A** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |  |  | **Self Assessment** |
| 1 – 2 | The student **states** the problem. The student investigates the problem, **collecting** information from sources. The student lists some specifications. | * I was unable to independently identify problems I may have creating solutions to the problems stated by my teacher * I did not list any research sources so that they could be checked * Complete notes of my research findings were not evident in my design cycle booklet * I did not create an effective design specification that stated what I had to do * I made not test of my product/solution |  |  |
| 3 – 4 | The student **describes** the problem, **mentioning** its relevance. The student investigates the problem, **selecting and analysing** information from **some acknowledged** sources. The student **describes** a test to **evaluate** theproduct/solution against the design specification. | * I had some difficulty identifying problems I may have creating solutions to the problems stated by my teacher * I listed some research sources so that they could be checked * Notes of my research findings were evident in my design cycle booklet but may not have been clear or detailed enough to be useful * I created a design specification that stated what I had to do * I made incomplete or unclear test questions * My test questions were not completely in line with my design specification |  | **Achievement Level** |
|  |
| 5 – 6 | The student **explains** the problem, **discussing** its relevance. The student critically investigates the problem, **evaluating** information from a **broad range** of **appropriate, acknowledged** sources. The student describes **detailed** methods for appropriate testing to **evaluate** the product/solution against the design specification. | * I clearly listed my research sources so that they could be checked * Notes of my research findings were clearly evident in my design cycle booklet * I created an effective design specification (avoiding words like good) that clearly stated what I had to do * I wrote easy to understand, specific test questions * My test questions were based on my design specification |  |

**Criteria C: Plan**

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| **Level** | **Descriptor** | Task specific clarifications |  | **Criteria C** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |  |  | **Self Assessment** |
| 1 – 2 | The student produces a plan that contains **some details** of the steps and/or the resources required. | * My plan was recorded with some thought about time and resource needs. * Someone else could not easily understand how my product was made by following my plan. |  |  |
| 3 – 4 | The student produces a plan that contains a number of **logical** steps that include resources and time. The student makes some attempt to evaluate the plan. | * My plan was recorded with time and resource needs. noted * Someone else could basically understand how my product was made by following my plan. * I evaluated the plan as outlined in the design cycle booklet. |  | **Achievement Level** |
|  |
| 5 – 6 | The student produces a plan that contains a **number** of **detailed, logical** steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design. | * My plan was neatly recorded with time and resource needs clearly noted. * I carefully noted how I would use every class * Someone else could easily understand how my product was made by following my plan. |  |
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**Criteria D: Create**

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| **Level** | **Descriptor** | Task specific clarifications |  | **Criteria D** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |  |  | **Self Assessment** |
| 1 – 2 | The student considers the plan and creates at least **part** of a product/ solution. | * I followed my plan but did not complete it. |  |  |
| 3 – 4 | The student **uses** appropriate techniques and equipment. The student follows the plan and **mentions** any modifications made, resulting in a product/solution of **good** quality. | * I used the resources and procedures available to create my product with little difficulty. * I feel that my product meets the standard of good quality based on comparison with other work * I didn`t regularly note when the plan was changed or include many reasons why this was needed. |  | **Achievement Level** |
|  |
| 5 – 6 | The student **competently uses** appropriate techniques and equipment.  The student follows the plan and **justifies** any modifications made, resulting in a product/solution of **appropriate** quality using the resources available. | * I used the resources and procedures available to create my product with no difficulties I could not overcome. * I created a product closely related to the intention of my plan. * I clearly noted when the plan was changed including reasons why this was needed. |  |
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