

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

**MYP Technology Assessment Task: *Unit 5 Wikis for Sharing & Collaboration***

Teacher: Mr. Thompson

**Due Date:**

**Area of Interaction**  
Environments: How can I use technology to affect my learning environment in a positive way?  
  
**Significant Concept**  
Students will develop the understanding that we can use online tools to organize, share and collect feedback from others in meaningful ways.

**MYP Unit Question**

How has communication changed through time?

**Students will:**

* Investigate, research, design, plan create and evaluate an infographic

**Evidence required:**

* Completed wiki with:
  + Completed digital design cycle
  + At least two examples of work with a reflection on its relationship to the Learner Profile
  + At least one page for listing your goals and reflections tracking them throughout the term

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 notes of how testing would be done |  | **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 identified problems I may have creating solutions to the problems stated by my teacher * 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 clearly noted how testing would be done |  |

**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 F: Attitudes in Technology**

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.

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| **Level** | **Descriptor** | Task specific clarifications |  | **Criteria F** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |  |  | **Self Assessment** |
| 1 – 2 | The student **occasionally** displays a satisfactory standard in **one** of the aspects listed above. | * I tested the results of my product/solution on an audience but did not completely refer to the design specification * I collected test results from one source or less * My final reflection on my performance using the design cycle demonstrated little thought * My self-evaluation on the impact of my product/solution lacked detail and/or thought |  |  |
| 3 – 4 | The student **frequently** displays a satisfactory standard in **both** of the aspects listed above. | * I tested the results of my product/solution on an audience but did not carefully refer to the design specification * I collected test results from at least two sources * My final reflection on my performance using the design cycle demonstrated some effort * My self-evaluation on the impact of my product/solution was not very detailed and/or thoughtful |  | **Achievement Level** |
|  |
| 5 – 6 | The student **consistently** displays a satisfactory standard in **both** of the aspects listed above. | * I tested to see whether my design specification helped me create an product/solution that had its intended impact on my audience * I collected test results from at least three sources * The results of my test were readily available to be checked * My final reflection on my performance using the design cycle demonstrated some serious thought * My self-evaluation on the impact of my product/solution was detailed and thoughtful |  |
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