INDUS INTERNATIONAL SCHOOL-HYDERABAD

RCB Formative Assessment Task 3

Subject: Design	**Grade** 8 **Sec**: B8	**Date**: Ongoing	**Time**: Duration
Name of the Student:			
Assessment Criteria: C (i-iv)			

Instructions for Students:

- **Maximum Achievement Level:** The highest attainable level for this test in each criterion is 8.
- **Formatting Requirements:**
  - **Page Range:** Your response should span pages 8 to 10.
  - **Font Size:** Use a font size of 12 throughout your test.
  - **Font Style:** Utilize Times New Roman as the font style.
  - **Word Limit:** Maintain a word count between 500 to 600 words.
- **Important Notes:**
  - **Footnote Requirement:** Ensure you include footnotes as necessary.
  - **Bibliography:** Include a bibliography in your work.
  - **Appendix:** Exhibit evidence of your work in the appendix section.
  - **Plagiarism Alert:** Your work will undergo a plagiarism check. If it exceeds 10% similarity with external sources, it will not be graded.
- **High Achievement Levels (7-8) Criteria:**
  - **Punctual Submission:** To achieve levels 7 or 8, your work must be submitted on time.
  - **Aesthetic Quality:** Strive for an aesthetically pleasing presentation.
  - **Proper Citation:** Ensure that you use proper citation techniques.
  - **Plagiarism-Free:** Your work should be completely free from plagiarism.
  - **Command Terms:** Make effective use of and highlight the command terms appropriately.

Please adhere to these guidelines when completing your test.

TASK SPECIFIC CLARIFICATION

Criterion C: Creating the solution

Maximum: 8

i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii. demonstrate excellent technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended
iv. explain changes made to the chosen design and the plan when making the solution.

Achievement Levels	Level Descriptor	Task-Specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates minimal** technical skills when making the solution. ii. **creates** the solution, which functions **poorly** and is presented in an **incomplete form**.	i. You have **demonstrated minimal** technical skills when making the **Living space model**. ii. You have **created** the **Living space model**, which functions **poorly** and is presented in an **incomplete form**.
3–4	The student: i. **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to **create** the solution. ii. **demonstrates satisfactory** technical skills when making the solution. iii. **creates** the solution, which **partially** functions and is **adequately** presented. iv. **outlines** changes made to the chosen design or plan when making the solution.	i. You have **outlined** each step in a plan that contains some details, resulting in peers having difficulty following the plan to **create** the **Living space model**. ii. You have **demonstrated** 2 technical skills during the creation of the **Living space model**. iii. You have **created** the **Living space model**, minimally followed any sequence or timeline, which **partially** functions and is **adequately** presented. iv. You have **outlined** changes made to the final design idea of criterion B-iii with evidence when making the **Living space model**.
5–6	The student: i. **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to **create** the solution. ii. **demonstrates competent** technical skills when making the solution. iii. **creates** the solution, which functions **as intended** and is presented **appropriately**. iv. **outlines** changes made to the chosen design and plan when making the solution.	i. You have **constructed** a plan, which **considers** time and resources, sufficient for peers to be able to follow to **create** the **Living space model**. ii. You have **demonstrated** 4 technical skills during the creation of the **Living space model**. iii. You have **created** the **Living space model**, with the sequence or timeline in mind, and the product functions **appropriately**. iv. You have **outlined** changes made to the final design idea of criterion B-iii with evidence when making the **Living space model**.

7–8	The student: i. **constructs** a logical plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to **create** the solution. ii. **demonstrates excellent** technical skills when making the solution. iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**. iv. **explains** changes made to the chosen design and plan when making the solution.	i. You have **constructed** a logical plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to **create** the **Living space model**. ii. You have **demonstrated** more than 4 technical skills during the creation of the **Living space model**. iii. You have followed your plan from Strand i, keeping the sequence of the plan and timeline in mind, and provided evidence of your process while **creating** the **Living space model**, which functions **as intended** and is presented **appropriately**. iv. You have **explained** changes made to the final design idea of criterion B-iii with evidence when making the **Living space model**.

Command Terms

Terminology	Definition
Analyze	Break down in order to bring out the essential elements or structure. (To identifyparts 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 practicalapplication.
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 moreadvanced 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.
Prioritize	Give relative importance to, or put in an order of preference.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).

Criterion C - Creating a solution

Strand (i) Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.

- **Create a step-by-step plan**: Outline the tasks and actions required to create their final product. Each step must be clear and logical, allowing a peer to follow the instructions and recreate the solution.
- **Include resources and materials**: For each step, specify the tools, materials, or software they will need. This helps in planning efficiently.
- **Set a time frame**: Assign realistic timeframes for each step, showing efficient time management.

Steps	Tasks/Action	Process Description	Time frame	Tools/Materials/Resources needed
#1				
#2				
#3				
#4				
#5				
#6				
#7				

<add more rows as needed>

Criterion C - Creating a solution

Strand (ii) demonstrate excellent technical skills when making the solution

- Show evidence of your work: Include photographs of the product you are creating (e.g., furniture arrangement, model, or any physical aspects of the living space).
- Explain the techniques used: Describe why and how you applied certain construction or design techniques in your physical product. This demonstrates your technical understanding.
- Example is given below:-

Sr. No	Description of the Skill	Where and How it is Used	Evidence (Photos/Diagrams)
1	Drawing and Measuring precise dimensions	Used to sketch the initial layout of the ergonomically designed living space. Accurate measurements ensure that each element, such as furniture and room dividers, fits correctly and meets ergonomic standards.	Photo of the measured sketch/layout 

Sr. No	Description of the Skill	Where and How it is Used	Evidence (Photos/Diagrams)

<add more rows as needed>

Criterion C – Creating a solution

Strand (iii) follow the plan to create the solution, which functions as intended

- Follow the steps in the plan: Stick to the original plan and document the process, ensuring that your final solution functions as intended**. (e.g. proper spacing, comfort, etc.)**
- Provide evidence: For each task or action, show evidence (screenshots, photographs) that you have followed the plan and include time tracking.

Task/Action	Evidence	Estimated time	Exact time	Comments/Description

<add more rows as needed>

Criterion C – Creating a solution

Strand (iv) explain changes made to the chosen design and the plan when making the solution.

- **Document changes**: List any changes made to the design or plan during the creation process and provide a justification.
- **Explain why changes were made**: Clarify why the adjustments were necessary and how they improved the final ergonomically designed living space. Including before-and-after images is encouraged.

Sample Table 1: Changes made to the plan/design

Changes made to the plan/design	Initial Design	Final Design	Justification for the changes

<add more rows as needed>

Appendix of Evidence:

Bibliography (Reference):