|  | **Poor (1 point)** | **Fair (2 points)** | **Good (3 points)** | **Excellent (4 points)** |
| --- | --- | --- | --- | --- |
| **Empathize** | The presentation demonstrated minimal understanding of the individuals the students are designing for. It also showed a limited grasp of the users’ needs. This presentation featured very little data or data that was not truly connected to the conclusions drawn.  The medium chosen for the presentation was a not a good vehicle for delivering the information gathered.  An “empathy map” was not included in the presentation. | The presentation demonstrated some understanding of the individuals the students are designing for. It also showed a grasp of the users’ needs. This understanding was backed up by only a small amount of data or data that was poorly presented.  The medium chosen for the presentation was an acceptable, but perhaps awkward, vehicle for delivering the information gathered.  An “empathy map” was included, but it did not add anything to the presentation. | The presentation demonstrated an understanding of the individuals the students are designing for. It also showed a grasp of the users’ needs. This understanding was backed up by some data that was presented fairly clearly.  The medium chosen for the presentation was a good vehicle for delivering the information gathered.  An “empathy map” was included in the presentation and it added to the presentation. | The presentation demonstrated a deep understanding of the individuals the students are designing for. It also showed a clear grasp of the users’ needs. This understanding was backed up by a large amount of clearly presented data.  The medium chosen for the presentation was a very good vehicle for delivering the information gathered.  An “empathy map” was included in the presentation and it added to the presentation in a significant way. |
| **Define** | The Point of View is not expressed using the following formula: [USER DESCRIPTION] needs to [VERB PHRASE] because [REASON/INSIGHT].  The POV is either too broadly, or too narrowly phrased. The insight or reason in the POV is not connected to an understanding of the users. | The Point of View is expressed using the following formula: [USER DESCRIPTION] needs to [VERB PHRASE] because [REASON/INSIGHT].  The POV is either too broadly, or too narrowly phrased. The insight or reason in the POV is drawn from an understanding of the users. | The Point of View is expressed using the following formula: [USER DESCRIPTION] needs to [VERB PHRASE] because [REASON/INSIGHT].  The POV is neither too broadly, nor too narrowly phrased. The insight or reason in the POV is drawn from an understanding of the users and shows creative thinking | The Point of View is expressed using the following formula: [USER DESCRIPTION] needs to [VERB PHRASE] because [REASON/INSIGHT].  The POV is neither too broadly, nor too narrowly phrased. The insight or reason in the POV is clearly drawn from a deep understanding of the users and shows extremely creative thinking. |
| **Ideate** | Less than 5 design ideas were presented by the group. Few, if any, of the ideas were surprising alternatives, outlandish ideas, or profound solutions. There was a lack of diversity in the ideas presented.  The ideas were presented in an unclear and uninteresting manner | Less than 5 design ideas were presented by the group. Some of the ideas were surprising alternatives, outlandish ideas, or profound solutions. There was a diversity in the ideas presented.  The ideas were presented in an unclear or uninteresting manner. | 5 to 10 design ideas were presented by the group. Some of the ideas were surprising alternatives, outlandish ideas, or profound solutions. There was a diversity in the ideas presented.  All the ideas were presented in a clear manner. | 5 to 10 design ideas were presented by the group. Many of the ideas were surprising alternatives, outlandish ideas, or profound solutions. There was a great deal of diversity in the ideas presented.  All the ideas were presented in a very clear and interesting manner. |
| **Prototype** | The prototype presented by the group had not benefited from investigation, feedback, and refinement.  The tool chosen to create the prototype (wood, cardboard, 3D printing, virtual model, or other) was a poor choice in terms of how it allowed the group to express its design vision. | The prototype presented by the group had benefited only slightly from investigation, feedback, and refinement.  The tool chosen to create the prototype (wood, cardboard, 3D printing, virtual model, or other) was an acceptable choice in terms of how it allowed the group to express its design vision. | The prototype presented by the group had benefited from investigation, feedback, and refinement.  The tool chosen to create the prototype (wood, cardboard, 3D printing, virtual model, or other) was a good choice in terms of how it allowed the group to express its design vision. | The prototype presented by the group had benefited greatly from investigation, feedback, and refinement.  The tool chosen to create the prototype (wood, cardboard, 3D printing, virtual model, or other) was a very good choice in terms of how it allowed the group to express its design vision clearly and creatively. |
| **Test** | The final paper has writing about 1 or 2 things that the students learned in the test mode. There are no ideas about what the team would have done next if they had been able to keep working on the project.  The reflection section of the paper is missing or provides minimal information about what the team learned over the course of the week. | The final paper has writing about 3 or more things that the students learned in the test mode. There is also an idea about what the team would have done next if they had been able to keep working on the project.  The reflection section of the paper contains information about 1 or 2 things that the team learned over the course of the week. | The final paper has clear writing about 4 or more things that the students learned in the test mode. There are also ideas about what the team would have done next if they had been able to keep working on the project.  The reflection section of the paper contains information about 3 or more things that the team learned over the course of the week. | The final paper has clear and insightful writing about 5 or more things that the students learned in the test mode. There are also clearly-presented ideas about what the team would have done next if they had been able to keep working on the project.  The reflection section of the paper contains details of 3 or more things that the team learned over the course of the week. |

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