

EVALUATING AND ASSESSING

Creativity: See Ways to Assess Creativity

	Underdeveloped	Limited	Proficient	Exemplary
Presentation	The presentation was disjointed and did not fit into the time allotment. The design solution was offered with no reasons for the design choices that were made. The presentation did not appropriately capture the purpose of the solution that was offered. Responses to follow-up questions were off-topic and did not evidence much reflection.	The presentation was disjointed and did not fit into the time allotment. The design solution was stated with few supporting reasons for the design choices that were made. Transitions within the presentation were sometimes awkward. The presentation did not always capture a commensurate level of creativity, knowledge, and empathic thinking as the featured solution offered. Responses to follow-up questions were off-topic and did not evidence much reflection.	The presentation was enthusiastic and confident. The presentation fit into the time allotment. The design solution was clearly stated and examples of design choices were appropriate. Transitions within the presentation were easy to follow. The presentation did not always capture a commensurate level of creativity, knowledge, and empathic thinking as the featured solution offered. Responses to follow-up questions were clear and evidenced some reflection about the process.	The presentation was enthusiastic and confident. The presentation fit into the time allotment. The design solution was clearly stated and examples of design choices were appropriate. Transitions within the presentation were easy to follow. The presentation does not always capture a commensurate level of creativity, knowledge, and empathic thinking as the featured solution offered. Answers to follow-up questions are clear and evidenced much reflection about the process.
Mindset	Uncomfortable with uncertainty and challenges. Lacks perseverance.	Inconsistent response to uncertainty and challenges. Perseverance is limited and formative.	Comfortable with uncertainty and challenges. Demonstrates perseverance.	Comfortable and creative in spite of uncertainty and challenges. Demonstrates consistent perseverance.
Feedback	Feedback from peers, teacher, or others is not sought or valued.	Limited feedback from peers, teacher, or others is sought but not incorporated into final design.	Some feedback from peers, teacher, or others is valued, sought, and incorporated into final design in obvious ways.	Strong evidence where feedback from peers, teacher, or others is sought and incorporated into final design in obvious ways.
Understanding of Process	Can not articulate design process and produces a prototype, but does not create any further iterations.	Understands the role of the design process, and enters the iterative prototype and feedback process only a single time.	Understands the role of the design process, and enters the iterative prototype and feedback process two times.	Understands the role of the design process, and enters the iterative prototype and feedback process more than two times.
Prototyping	Prototypes, models, and/or representations are missing for critique or testing.	Prototypes and models are present but not substantive enough to be critiqued and tested. Representations are too cursory for feedback or critique.	Tangible prototypes, models, and/or representations of process or communications are offered for critique and testing.	Detailed prototypes, models, and/or representations of process or communications are offered for critique and testing.
Constraints	Project constraints are ignored. Students have trouble articulating the design constraints.	Most of the project constraints are ignored in the final prototype. Students have trouble articulating the design constraints.	Most of the project constraints are considered in the final prototype. Students easily articulate the design constraints.	All of the design constraints are considered in the final prototype. Students easily articulate the design constraints.