

## Project 1 Self-Assessment



### PAS MS/HS Design Thinking Project Rubric

Evaluation Criteria	Exemplary Competency	Proficient Competency	Foundational Competency
<b>1. Discover</b> <i>How do I find, design, and approach problems or challenges?</i>	<p><b>Make Observations (1.1)</b>  I can take a highly broad, deep, and inquisitive approach to perceiving details (e.g. different perspectives, disciplinary lenses, or conditions), and keep detailed records in generating ideas for inquiry.</p> <p><b>Pose Questions (1.2)</b>  I can generate a large number and variety of open-ended questions for inquiry.</p> <p><b>Find Information (1.3)</b>  I can find relevant and credible information through academic research and/or user-focused/empathetic methods.</p>	<p><b>Make Observations (1.1)</b>  I can notice and record substantive information to generate ideas for inquiry.</p> <p><b>Pose Questions (1.2)</b>  I can generate a large number of questions for inquiry.</p> <p><b>Find Information (1.3)</b>  I can find information through academic research and/or user-focused/empathetic methods.</p>	<p><b>Make Observations (1.1)</b>  I can notice and record basic information within a narrow scope to generate a few ideas for inquiry.</p> <p><b>Pose Questions (1.2)</b>  I can generate a few questions for inquiry, but struggle with volume and/or depth.</p> <p><b>Find Information (1.3)</b>  I can find limited or superficial information through academic research and/or user-focused/empathetic methods.</p>
<b>2. Define</b> <i>How do I interpret information and define problems or challenges?</i>	<p><b>Define Evaluative Criteria (2.1)</b>  I can define sound criteria for determining if a problem is appropriate as a project focus and, after ideating, if a solution could solve the problem.</p> <p><b>Consider Constraints (2.2)</b>  I can define constraints based on user needs and/or resources to show a deep understanding of my design space.</p> <p><b>Define Problem (2.3)</b>  I can evaluate complex information to produce a nuanced and significant problem statement.</p>	<p><b>Define Evaluative Criteria (2.1)</b>  I can define clear criteria for determining if a problem is appropriate as a project focus and, after ideating, if a solution could solve the problem.</p> <p><b>Consider Constraints (2.2)</b>  I can define constraints based on user needs and/or resources.</p> <p><b>Define Problem (2.3)</b>  I can evaluate information to produce a clear and significant problem statement.</p>	<p><b>Define Evaluative Criteria (2.1)</b>  I can define some criteria for determining if a problem is appropriate as a project focus and, after ideating, if a solution could solve the problem. Some aspects are overlooked.</p> <p><b>Consider Constraints (2.2)</b>  I can identify some constraints based on user needs and/or resources.</p> <p><b>Define Problem (2.3)</b>  I can evaluate information to produce a problem statement that lacks clarity and/or significance.</p>
<b>3. Ideate</b> <i>How do I generate, refine, and evaluate ideas?</i>	<p><b>Generate Ideas (3.1)</b>  I can generate a large number of both wild and realistic ideas.</p> <p><b>Refine Ideas (3.2)</b>  I can organize, classify, and prioritize ideas, drawing complex connections between them, to possible directions, trends, or constraints.</p> <p><b>Develop a Plan of Action (3.3)</b></p>	<p><b>Generate Ideas (3.1)</b>  I can generate a large number of mostly conventional ideas.</p> <p><b>Refine Ideas (3.2)</b>  I can organize, classify, and prioritize ideas to determine possible directions, trends, or constraints.</p> <p><b>Develop a Plan of Action (3.3)</b></p>	<p><b>Generate Ideas (3.1)</b>  I can generate some ideas, but they may be insufficient in volume or originality.</p> <p><b>Refine Ideas (3.2)</b>  I can classify ideas, but may struggle to determine possible directions, trends, or constraints.</p> <p><b>Develop a Plan of Action (3.3)</b>  I can create a plan or method for further exploration, but it may be</p>

	experimental design, advanced research methods).		
<b>4. Iterate</b> <i>How do I build on and improve my ideas and products?</i>	<p><b>Make Prototypes (4.1)</b> I can create testable attempts at a solution that respond elegantly to the problem and are easy for others to understand.</p> <p><b>Test/Submit for Feedback (4.2)</b> I can seek out relevant users for feedback on my prototype and create an effective system for soliciting useful feedback.</p> <p><b>Integrate Feedback (4.3)</b> I can analyze and evaluate feedback to refine my criteria and generate a stronger solution.</p> <p><b>Reiterate (4.4)</b> I can take action to repeat the iterative cycle and refine my work until it effectively meets user needs and evaluative criteria.</p>	<p><b>Make Prototypes (4.1)</b> I can create testable attempts at a solution that respond to the problem and others can understand.</p> <p><b>Test/Submit for Feedback (4.2)</b> I can seek out feedback on my prototype from multiple sources.</p> <p><b>Integrate Feedback (4.3)</b> I can analyze and evaluate feedback to generate a stronger solution.</p> <p><b>Reiterate (4.4)</b> I can take action multiple times to repeat the iterative cycle and refine my work with an aim to meeting user needs and evaluative criteria.</p>	<p><b>Make Prototypes (4.1)</b> I can create attempts at a solution but they may not be fully testable, responsive to the problem, or understandable to others.</p> <p><b>Test/Submit for Feedback (4.2)</b> I can seek out feedback on my prototype from at least one outside source.</p> <p><b>Integrate Feedback (4.3)</b> I can use feedback to refine my solution.</p> <p><b>Reiterate (4.4)</b> I can take action to repeat the iterative cycle and refine my work.</p>
<b>5. Deliver</b> <i>How do I share my ideas and products?</i>	<p><b>Present to an Audience (5.1)</b> I can construct an engaging presentation based on the audience and purpose (e.g., inform, persuade, or entertain). I can present with preparation, enthusiasm and confidence.</p> <p><b>Visual Presentation (5.2)</b> I can design a thoughtful and attractive visual presentation that guides the audience and enhances the spoken message.</p>	<p><b>Present to an Audience (5.1)</b> I can construct an engaging presentation based on the audience and purpose (e.g., inform, persuade, or entertain).</p> <p><b>Visual Presentation (5.2)</b> I can design a visual presentation that is organized to guide the audience and supports the spoken message.</p>	<p><b>Present to an Audience (5.1)</b> I can construct a presentation to share my process and/or product.</p> <p><b>Visual Presentation (5.2)</b> I can include visual components, but some visuals and/or the organizational structure may detract from the message.</p>
<b>6. Evolve</b> <i>How do I reflect on and evolve my ideas and products?</i>	<p><b>Reflect on Design (6.1)</b> I can consistently record sophisticated reflections on both process and product, thoughtfully justifying my reasoning and connecting my insights to self, others, and/or the world.</p> <p><b>Identify Next Steps (6.2)</b> I can determine future stages in the design or research process. I can extend the product or research to apply it to personal, social and/or global contexts.</p>	<p><b>Reflect on Design (6.1)</b> I can authentically reflect on both the process and product and consistently record my reflections at the final stage and throughout the process.</p> <p><b>Identify Next Steps (6.2)</b> I can determine future stages in the design or research process. I can extend the product or research to consider personal, social and/or global applications.</p>	<p><b>Reflect on Design (6.1)</b> I can reflect on both the process and product and consistently record my reflections in a Process Journal.</p> <p><b>Identify Next Steps (6.2)</b> I can determine future stages in the design or research process.</p>
<b>7. Group Collaboration</b> <i>How do I work with others and add value to collective work?</i>	<p><b>Abide by Group Norms (7.1)</b> I can work with my group to help build and maintain consensus with regard to expectations, holding myself and others accountable to them.</p> <p><b>Task Management (7.2)</b> I can work with my team to create a detailed task list that divides work reasonably and sets priorities; assign roles as needed; set a schedule and track progress; and run meetings efficiently.</p>	<p><b>Abide by Group Norms (7.1)</b> I can work with my group to establish expectations and hold myself and others accountable to them.</p> <p><b>Task Management (7.2)</b> I can work with my team to create a detailed task list; assign roles as needed; set a schedule and track progress; and run meetings efficiently.</p>	<p><b>Abide by Group Norms (7.1)</b> I can work with my group to establish expectations and hold myself accountable to them.</p> <p><b>Task Management (7.2)</b> I can work with my team to create a task list with some division of labor; assign roles; set a rough schedule and track progress.</p> <p><b>Work as a Whole Team (7.3)</b></p>

	<p>team members, bringing tasks done separately to the team for critique, revision, and coherence.</p> <p><b>Encourage Diverse Perspectives (7.4)</b></p> <p>I can help manage airtime and make connections between and build on others' ideas to generate new and unique insights. I can be open to new and diverse perspectives. I can explain revisions in my own thinking and help the group evolve its ideas.</p> <p><b>Critical Reflection (7.5)</b></p> <p>I can help the group to critically examine conventional or authoritarian assertions, challenge my own assertions and beliefs, and willingly express unconventional and possibly unpopular views.</p>	<p>I can develop ideas and create products with involvement of all team members, bringing tasks done separately to the team for critique and revision.</p> <p><b>Encourage Diverse Perspectives (7.4)</b></p> <p>I can help monitor airtime and make connections between and build upon others' ideas. I can be open to new and diverse perspectives. I can help clarify areas of agreement and disagreement, and help the group evaluate its ideas.</p> <p><b>Critical Reflection (7.5)</b></p> <p>I can challenge my own or the group's assertions and beliefs, and willingly express unconventional and possibly unpopular views.</p>	<p>isolation.</p> <p><b>Encourage Diverse Perspectives (7.4)</b></p> <p>I can build upon others' ideas. I can be open to new and diverse perspectives.</p> <p><b>Critical Reflection (7.5)</b></p> <p>I can challenge my own or the group's assertions and beliefs, but may not be willing to express these insights.</p>
<p><b>8. Personal Habits and Mindsets</b></p> <p><i>How do I approach and think about intellectual and personal growth?</i></p>	<p><b>Time Management (8.1)</b></p> <p>I can set SMART goals, track progress, adjust as necessary, and meet commitments.</p> <p><b>Growth Mindset (8.2)</b></p> <p>I can comfortably take risks, tolerate ambiguity, learn from mistakes, and display a willingness to grow.</p> <p><b>Persistence/Grit (8.3)</b></p> <p>I can approach problems with passion and resilience, and adopt new learning strategies in the face of ongoing challenges.</p>	<p><b>Time Management (8.1)</b></p> <p>I can set SMART goals, track progress, and meet commitments.</p> <p><b>Growth Mindset (8.2)</b></p> <p>I can take risks, tolerate some ambiguity, learn from mistakes, and display a willingness to grow.</p> <p><b>Persistence/Grit (8.3)</b></p> <p>I can approach problems with passion and resilience in the face of ongoing challenges.</p>	<p><b>Time Management (8.1)</b></p> <p>I can set SMART goals and track progress.</p> <p><b>Growth Mindset (8.2)</b></p> <p>I can take some risks, learn from mistakes, and display a willingness to grow.</p> <p><b>Persistence/Grit (8.3)</b></p> <p>I can respond to challenges with resilience, but sometimes lack confidence and the ability to take calculated risks or adapt plans.</p>

#### Rubric Link

Rubric Criteria	Evidence: Entry Name, Date, and URL	Explanation for How I Met the Criteria
Make Observations (1.1)	Make Observations (1.1)	I believe I demonstrate Proficient Competency in this criterion because I was able to come up with initial ideas as to what might be a problem we can solve at PAS and then choose one to work on after analyzing the significance of the issue. My evidence is our list of ideas we came up with as a class and the issue evaluation that we did as a group.
Pose Questions (1.2)	Pose Questions (1.2)	I believe I demonstrate Proficient Competency in this criterion because I was able to come up with a large amount of questions for the interview that lead to useful results in the interviews. My evidence is our list of questions which was our interview preparation.
Find Information (1.3)	Find Information (1.3)	I believe I demonstrate Proficient Competency in this criterion because our team was able to interview 5 people efficiently to find out what they thought about the issue at hand and their ideas and suggestions about

		Interview notes and the recordings we made from the interviews.
Define Eval. Criteria (2.1)	Project 1 Define	Proficient Competency: We spent a considerable amount of time coming up with a rubric to evaluate our solutions on
Consider Constraints (2.2)	Project 1 Define	Proficient Competency: A criteria was made
Define a Problem (2.3)	Project 1 Define	Exemplary Competency: We created a problem statement that accurately captures what the problem is and what the user(s) need because of it.
Generate Ideas (3.1)	Generate Ideas (3.1)	I believe I demonstrate Exemplary competency in this criterion because our group was able to come up with a large list of ideas (potential solutions) that varied in doability, creativity, and usability. We came up with ideas in a very freeform manner where quantity was more important than quality, the elimination can come later. Some of my ideas were actually nearly impossible to build. My evidence is our list of ideas that we came up with and the description + explanation of the ideas, it can be found under the "Generate Ideas (3.1)" section.
Refine Ideas (3.2)	Refine Ideas (3.2)	I believe I demonstrate Exemplary Competency in this criterion because our group was able to come up with a detailed rubric to judge our ideas, and then we evaluated them on the whiteboard. My evidence is our rubric that we created and the pictures of our evaluation on the whiteboard. The evidence can be found under the "Refine Ideas (3.2)" section.
Develop a Plan of Action (3.3)	Develop a Plan of Action (3.3)	I believe I demonstrate Exemplary Competency in this criterion because our group was able to create a schedule roadmap and came up with a detailed initial plan of action. My evidence is our calendar and our task list under the "Develop a plan of action (3.3)" section.
Make Prototypes (4.1)		
Test/Submit for Feedback (4.2)		
Integrate Feedback (4.3)		
Reiterate (4.4)		
Present to an Audience (5.1)		
Visual Presentation (5.2)		
Reflect on Design (6.1)		
Identify Next Steps (6.2)		
Abide by Group Norms (7.1)	Abide by Group Norms (7.1)	I believe I am Proficient in this criterion because our group was able to come up with a comprehensive norm list peer evaluate to see how well each member was following our agreed upon standards. All of the members met most of the requirements. My evidence is our group norm list and our evaluation scoresheets.
Task Management (7.2)	Task Management (7.2)	I believe I am Proficient in this criterion because we created task lists and a schedule for our development plans. My evidence is our task list and our calendar.

		have done better if I shared more tasks with the team. My evidence is the group norm, the evaluation, and chat dialogue.
Encourage Diversity (7.4)	Encourage Diversity (7.4)	I believe I am Proficient in this criterion because our group argued critically for and against our potential solutions that we came up with to decide the best solution. My problem here was that I ended up trying too much to defend my own idea. My evidence is the peer evaluation form and the chat dialogue.
Critical Reflection (7.5)		
Time Management (8.1)		
Growth Mindset (8.2)		
Grit/Persistence (8.3)		



#### Popular posts from this blog

### Reflection#5 Project1 Interviews



This reflection follows the Ranning model of reflection.

**What Happened?** We came up with interview questions and reached out to members of the school ...

[READ MORE](#)

### Reflection#1 Ideal Birthday Experience

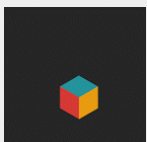


This reflection will follow the Gibbs reflective cycle. Future reflections will follow the Ranning model of reflection.

...

[READ MORE](#)

### Reflection#2 Ideal Locker Design



This reflection follows the Ranning model of reflection.

**What Happened?** We partnered up in groups of twos and interviewed each other (using the same ...

[READ MORE](#)