

Shaun Cheon Design Thinking Self-Assessment

Evaluation Criteria	Exemplary Competency	Proficient Competency	Foundational Competency
1. Discover <i>How do I find, design, and approach problems or challenges?</i>	Make Observations (1.1) I can take a highly broad, deep, and inquisitive approach to noticing and recording information (e.g. different perspectives, disciplinary lenses, or conditions), and keep detailed records in generating ideas for inquiry. Pose Questions (1.2) I can employ strategies for generating questions that drive deeper thinking, and produce high quality questions that elicit deep knowledge of the user and the topic. Find Information (1.3) I can find relevant and credible information through academic research and user-focused/empathetic methods.	Make Observations (1.1) I can notice and record substantive information to generate ideas for inquiry. Pose Questions (1.2) I can generate a large number and variety of open-ended questions for inquiry. Find Information (1.3) I can find information through academic research and/or user-focused/empathetic methods.	Make Observations (1.1) I can notice and record basic information within a narrow scope to generate a few ideas for inquiry. Pose Questions (1.2) I can generate a few questions for inquiry, but struggle with volume and/or depth. Find Information (1.3) I can find limited or superficial information through academic research and/or user-focused/empathetic methods.
2. Define <i>How do I interpret information and define problems or challenges?</i>	Define Evaluative Criteria (2.1) I can define sound criteria for determining if a problem is appropriate as a project focus and, after ideating, to what extent a solution could solve the problem. Consider Constraints (2.2) I can define constraints based on user needs and/or resources to show a deep understanding of my design space. Define Problem (2.3) I can evaluate complex information to produce a nuanced and significant problem statement.	Define Evaluative Criteria (2.1) 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. Consider Constraints (2.2) I can define constraints based on user needs and/or resources. Define Problem (2.3) I can evaluate information to produce a clear and significant problem statement.	Define Evaluative Criteria (2.1) 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. Consider Constraints (2.2) I can identify some constraints based on user needs and/or resources. Define Problem (2.3) I can evaluate information to produce a problem statement that lacks clarity and/or significance.
3. Ideate <i>How do I generate, refine,</i>	Generate Ideas (3.1) I can generate a large number of both wild and realistic ideas.	Generate Ideas (3.1) I can generate a large number of mostly conventional ideas.	Generate Ideas (3.1) I can generate some ideas, but they may be insufficient in

<p><i>and evaluate ideas?</i></p>	<p>Refine Ideas (3.2) I can organize, classify, and prioritize ideas, drawing complex connections between them, to possible directions, trends, or constraints.</p> <p>Develop a Plan of Action (3.3) I can create an initial plan for further exploration that articulates a sophisticated methodology (e.g., experimental design, advanced research methods).</p>	<p>Refine Ideas (3.2) I can organize, classify, and prioritize ideas to determine possible directions, trends, or constraints.</p> <p>Develop a Plan of Action (3.3) I can create an initial plan or method for further exploration.</p>	<p>volume or originality.</p> <p>Refine Ideas (3.2) I can classify ideas, but may struggle to determine possible directions, trends, or constraints.</p> <p>Develop a Plan of Action (3.3) I can create a plan or method for further exploration, but it may be narrow, inflexible, or lack a clear vision of the end product.</p>
<p>4. Iterate <i>How do I build on and improve my ideas and products?</i></p>	<p>Make Prototypes (4.1) I can create testable attempts at a solution that respond elegantly to the problem and are easy for others to understand.</p> <p>Test/Submit for Feedback (4.2) I can seek out relevant users for feedback on my prototype and create an effective system for soliciting useful feedback.</p> <p>Integrate Feedback (4.3) I can analyze and evaluate feedback to refine my criteria and generate a stronger solution.</p> <p>Reiterate (4.4) I can take action to repeat the iterative cycle and refine my work until it effectively meets user needs and evaluative criteria.</p>	<p>Make Prototypes (4.1) I can create testable attempts at a solution that respond to the problem and others can understand.</p> <p>Test/Submit for Feedback (4.2) I can seek out feedback on my prototype from multiple sources.</p> <p>Integrate Feedback (4.3) I can analyze and evaluate feedback to generate a stronger solution.</p> <p>Reiterate (4.4) 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>Make Prototypes (4.1) I can create attempts at a solution but they may not be fully testable, responsive to the problem, or understandable to others.</p> <p>Test/Submit for Feedback (4.2) I can seek out feedback on my prototype from at least one outside source.</p> <p>Integrate Feedback (4.3) I can use feedback to refine my solution.</p> <p>Reiterate (4.4) I can take action to repeat the iterative cycle and refine my work.</p>
<p>5. Deliver <i>How do I share my ideas and products?</i></p>	<p>Present to an Audience (5.1) I can construct an engaging and substantive presentation based on the audience and purpose (e.g., inform, persuade, or entertain). I can present with preparation, enthusiasm and confidence.</p> <p>Visual Presentation (5.2) I can design a thoughtful and attractive visual presentation</p>	<p>Present to an Audience (5.1) I can construct an engaging and substantive presentation based on the audience and purpose (e.g., inform, persuade, or entertain).</p> <p>Visual Presentation (5.2) I can design a visual presentation that is organized to guide the audience and</p>	<p>Present to an Audience (5.1) I can construct a presentation to share my process and/or product.</p> <p>Visual Presentation (5.2) I can include visual components, but some visuals and/or the organizational</p>

	<p>that guides the audience and enhances the spoken message.</p> <p>Website Presentation (5.3) I can design a website that is intuitive to use and has an outstanding visual design.</p>	<p>supports the spoken message.</p> <p>Website Presentation (5.3) I can design a website that is user-friendly, well-organized, understandable to an outside audience, follows visual design conventions.</p>	<p>structure may detract from the message.</p> <p>Website Presentation (5.3) I can design a website that meets content expectations.</p>
<p>6. Evolve <i>How do I reflect on and evolve my ideas and products?</i></p>	<p>Reflect on Design (6.1) I can consistently record sophisticated reflections on both process and product, thoughtfully justifying my reasoning.</p> <p>Identify Next Steps (6.2) I can determine future stages in the design or research process. I can set goals and describe a plan for future skill and project development.</p>	<p>Reflect on Design (6.1) I can reflect on both the process and product and consistently record my reflections.</p> <p>Identify Next Steps (6.2) I can determine future stages in the design or research process. I can set goals for future skill development.</p>	<p>Reflect on Design (6.1) I can reflect on both the process and product and inconsistently record my reflections.</p> <p>Identify Next Steps (6.2) I can determine future stages in the design or research process.</p>
<p>7. Group Collaboration <i>How do I work with others and add value to collective work?</i></p>	<p>Abide by Group Norms (7.1) 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>Task Management (7.2) 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>Work as a Whole Team (7.3) I can develop ideas and create products with involvement of all team members, bringing tasks done separately to the team for critique, revision, and coherence.</p> <p>Encourage Diverse Perspectives (7.4) 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</p>	<p>Abide by Group Norms (7.1) I can work with my group to establish expectations and hold myself and others accountable to them.</p> <p>Task Management (7.2) 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>Work as a Whole Team (7.3) 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>Encourage Diverse Perspectives (7.4) 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>Abide by Group Norms (7.1) I can work with my group to establish expectations and hold myself accountable to them.</p> <p>Task Management (7.2) 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>Work as a Whole Team (7.3) I can develop ideas and create products with team members, but tasks may be done separately or in isolation.</p> <p>Encourage Diverse Perspectives (7.4) I can build upon others' ideas. I can be open to new and diverse perspectives.</p>

	<p>thinking and help the group evolve its ideas.</p> <p>Critical Reflection (7.5) 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>Critical Reflection (7.5) I can challenge my own or the group's assertions and beliefs, and willingly express unconventional and possibly unpopular views.</p>	<p>Critical Reflection (7.5) I can challenge my own or the group's assertions and beliefs, but may not be willing to express these insights.</p>
<p>8. Personal Habits and Mindsets <i>How do I approach and think about intellectual and personal growth?</i></p>	<p>Time Management (8.1) I can come to class prepared all of the time and go beyond expectations.</p> <p>Growth Mindset (8.2) I can rate my level of agreement with each statement and explain my reasoning, using moments of personal growth or struggles to demonstrate a clear and accurate understanding of growth mindset. I can set goals for future progress with clear evaluative criteria.</p> <p>Grit (8.3) I can rate my level of agreement with each statement and explain my reasoning, using moments of success or failure to demonstrate a clear and accurate understanding of grit.. I can identify potential obstacles to achieving my goals, and create, adjust, and follow a plan to overcome them.</p>	<p>Time Management (8.1) I can come to class prepared all the time.</p> <p>Growth Mindset (8.2) I can rate my level of agreement with each statement and explain my reasoning, providing examples based on moments of personal growth or struggles. I can set goals for future progress.</p> <p>Grit (8.3) I can rate my level of agreement with each statement and explain my reasoning, providing examples based on moments of success or failure. I can create a plan of improvement.</p>	<p>Time Management (8.1) I can come to class mostly prepared.</p> <p>Growth Mindset (8.2) I can rate my level of agreement with each statement and give an example.</p> <p>Grit (8.3) I can rate my level of agreement with each statement and give an example.</p>

Rubric Criteria	Evidence	Explanation for How I Met the Criteria
<i>Make Observations (1.1)</i>	<u>Make Observations (1.1)</u>	I believe I am Exemplary Competency in this criterion because I can take a highly broad, deep, and inquisitive approach to noticing and recording information (e.g. different perspectives, disciplinary lenses, or conditions), and keep detailed records in generating ideas for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Make Observation" Dec/04/2017
<i>Pose Questions (1.2)</i>	<u>Pose Questions (1.2)</u>	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Pose Questions" Dec/04/2017
<i>Find Information (1.3)</i>	<u>Find Information (1.3)</u>	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Find Information" Dec/04/2017
<i>Define Eval. Criteria (2.1)</i>	x	I believe I am Exemplary Competency in this criterion because I can take a highly broad, deep, and inquisitive approach to noticing and recording information (e.g. different perspectives, disciplinary lenses, or conditions), and keep detailed records in generating ideas for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Define Evaluative Criteria" Dec/04/2017
<i>Consider Constraints (2.2)</i>	x	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Consider Constraints" Dec/04/2017

<i>Define a Problem (2.3)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Define problem" Dec/04/2017
<i>Generate Ideas (3.1)</i>	x	I believe I am Exemplary Competency in this criterion because I can take a highly broad, deep, and inquisitive approach to noticing and recording information (e.g. different perspectives, disciplinary lenses, or conditions), and keep detailed records in generating ideas for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Generate Ideas" Dec/04/2017
<i>Refine Ideas (3.2)</i>	x	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Refine Ideas" Dec/04/2017
<i>Develop a Plan of Action (3.3)</i>	x	I believe I am Proficient Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Develop a Plan of Action" Dec/04/2017
<i>Make Prototypes (4.1)</i>	x	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Make Prototypes" Dec/04/2017
<i>Test/Submit for Feedback (4.2)</i>	x	I believe I am Proficient Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Test/Submit for Feedback" Dec/04/2017
<i>Integrate Feedback (4.3)</i>	x	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Integrate Feedback" Dec/04/2017

<i>Reiterate (4.4)</i>	x	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Reiterate" Dec/04/2017
<i>Present to an Audience (5.1)</i>	x	
<i>Visual Presentation (5.2)</i>	x	
<i>Website Presentation (5.3)</i>	website	I believe I am Proficient Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Website Presentation" Jan/08/2018
<i>Reflect on Design (6.1)</i>	x	I believe I am Exemplary Competency in this criterion because I can generate a large number and variety of open-ended questions for inquiry. My evidence is [look-for + where to find on relevant page]. "Project 02 - Reflect on Design" Dec/04/2017
<i>Identify Next Steps (6.2)</i>	x	I believe I am Proficient Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Identify Next Steps" Jan/08/2018
<i>Abide by Group Norms (7.1)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Abide by Group Norms" Jan/08/2018
<i>Task Management (7.2)</i>	x	I believe I am Proficient Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Task Management" Jan/08/2018

<i>Work as a Whole Team (7.3)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Work as a Whole Team" Jan/08/2018
<i>Encourage Diversity (7.4)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Encourage Diversity" Jan/08/2018
<i>Critical Reflection (7.5)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Critical Reflection" Jan/08/2018
<i>Time Management (8.1)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Time Management" Jan/08/2018
<i>Growth Mindset (8.2)</i>	x	I believe I am Proficient Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Growth Mindset" Jan/08/2018
<i>Grit/Persistence (8.3)</i>	x	I believe I am Exemplary Competency in this criterion because I can find relevant and credible information through academic research and user-focused/empathetic methods. My evidence is [look-for + where to find on relevant page]. "Project 02 - Grit/ Persistence" Jan/08/2018