3.007 2014 Grading rubric for mid-term review:

	How to do a great job…	Be careful of…
I. Problem scoping, exploration of design situation	Present concrete and convincing evidence to justify your team's initial scoping of the problem or situation that you are addressing ("why is this a problem or situation worth tackling?") If applicable, present clear arguments behind change(s) of your theme, your perspective, or your focus. Make sure that your problem scoping is informed and backed up by convincing and concrete information. Instructors expect to see insights behind your choices of problem selection, including the most significant results from qualitative and quantitative research.	Avoid ungrounded and arbitrary decisions based on shaky grounds. Your opinions, assumptions and beliefs need to be tested and supported convincingly.
II. Problem framing, design brief	Make sure that the framing of your problem is particularly original, this can be done in a number of ways for example by revealing problems or situations that have not been considered before, or by adopting a novel angle to a problem or situation, or by revealing key information or linking relevant factors. How you frame your problem should clearly demonstrate a deep and informed understanding of stakeholders, variables, causes, and other important factors of the problem. The brief should show high potential for creativity in the next stage. Your team should present concrete, relevant, original, and convincing results from background research, observation, interviews, OR surveys to support the work leading to the problem framed. Instructors expect to see informed, critical views; distinguish the difference between the results that you PRESENT vs. the work you have DONE (if it's not on the poster or presentation, we don't see it).	Avoid giving the impression of a shallow understanding of issues or addressing symptoms and superficial levels of the problem or situation. Be sure that the information you cite is authoritative. Make sure that instructors can identify your results from the "awareness", "empathy" and "analysis" skillset covered the first five weeks of the course.
III. "Better World" Text	The team is able to justify clearly and adequately how their problem relates to the theme of "Better World". Key relevant information is given, for example stakeholders, goals, context, existing solutions, etc. Instructors should be able to foresee how the potential solutions for the problem framed by the team would create positive impact (focus and scope of the brief are clear and lead to innovative solutions, etc.)	Avoid claiming connections that seem rather secondary or post-rationalized artificially. Avoid design briefs that are too general or where the goal is too abstract.
IV. Risk-taking	Team presents an original problem or situation, or it presents it in a new light in an ambitious and compelling way. Risks are clearly taken by the team, presenting an ambitious proposal and showing courage to tackle a meaningful problem with a promising approach for innovative solutions.	Avoid framing your problem or situation in unoriginal ways, and signs that the team has 'played safe' making decisions based on early assumptions. If a (type of) solution is driving the process, make sure that you have identified and analyzed the problem(s) that such solution addresses.
V. Communication and persuasion: presentation	Aim for an effective, original, well-organized and executed presentation. Be brief, make ideas flow, support your decisions, and make evident diverse teamwork. Be inspired to be inspiring and insightful. Spend time structuring your thoughts concisely and keep in focus.	Avoid conventional, ineffective, confusing, mechanical, boring, poorly planned or poorly executed presentations.
VI. Communication and persuasion: poster	Prepare a poster that is original, persuasive, easy to read and understand, where content and form are balanced, that contains all necessary information to fully support your team's decisions. The poster should impact, persuade and communicate the work done in the first six weeks of the course. The visual design, layout, language and format should relate to the topic of your project. Plan carefully the layout, organization, and hierarchy of information.	Avoid posters that are very hard to read or understand, or have incomplete, insufficient or inaccurate content, little or no evidence to support the decisions.

The grading rubric is based on these six dimensions and runs in a scale of 1 to 15 for each item. Extra points are given where a team *exceeds* the expectations of the evaluators. Please discuss and clarify the information in this table with your team and your instructors.