Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Design Thinking Assignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4**  | **3** | **2** | **1** | **Total** |
| **Empathize/Define**  | The problem is clearly defined, specific, and understandable. It is a problem that impacts all students at Burnaby South. A considerable effort has been made to think through all aspects of the problem.  | The problem is clearly defined and understandable. It is a problem that impacts most students. A good effort has been made to think through most aspects of the problem.  | The problem is vaguely defined and hard to understand. It is a problem that does not affect a lot of students. The minimum amount of effort has been made to think through the problem. | There has not been a sufficient effort to understand the problem.  |  **/4** |
| **Ideate**  | Students have come up with a wide variety of creative and crazy solutions (more than 5)   | Students have come up with some creative and crazy solutions (4 or 5)   | Students have come up with the minimum number of solutions (2 or 3)  | Less than two different solutions have been made. Little to no effort has been made to come up with the solutions  |  **/4** |
| **Solution** | The solution is clearly relevant to the problem and realistic.  | The solution is somewhat relevant to the problem and could be possible  | The solution is somewhat relevant to the problem but may not be possible.  | The solution is not really relevant to the problem and/or is not possible.  |  **/4** |
| **Feedback**  | This student gives feedback that is always kind, specific and helpful. Feedback is given to more than two teams.  | This student gives feedback that is mostly kind, specific and helpful. Feedback is given to two teams. | This student gives feedback that is mostly kind, specific and helpful. Feedback is given only one team. | This student gives feedback that is not kind, specific and/or helpful. OR No feedback is given.  |  **/4** |
| **Presentation** | This student consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.  | This student almost always used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | This student sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | This student did not use gestures, eye contact, tone of voice effectively and had a low level of enthusiasm.  |  **/4** |
|  **Comments:** |  **/20** |