

**DDB221 Rubric vers. 1**

four assessment criteria

27-Nov-15

	<b>Topic</b>	<b>Process</b>	<b>Teamwork</b>	<b>Presentation</b>
<i>weighing factor</i>	3	2	1	1
<b><i>excellent [grade 9-10]</i></b>	The public debate was successful in terms of number of people reached (more than 20) and quality of feedback.	Very well detailed and substantiated design concept, from various perspectives (originality, accuracy, detail, coherence).	Student actively contributed to the group process and can excellently reflect on the group process and role distribution.	Overall excellent presentation with jaw-dropping deliverables.
<b><i>good [grade 7-8]</i></b>	The public debate was successful in terms of number of people reached (more than 10).	Good level in quality and detail, yet not completely justified.	Student actively contributed to the group process, e.g., taking initiative and responsibility for the individual and group performance, and can indicate where, when and how.	Well-prepared presentation with good deliverables.
<b><i>sufficient [grade 5-6]</i></b>	The public debate could be started but it had a modest result (less than 10 people reached).	Sufficient level in quality and detail, yet incompletely justified.	Student contributed to the group process to the same degree as his/her team members, going with the flow.	Overall fine presentation, yet with flawed aspects (e.g. analysis, clarity, language, flow).
<b><i>insufficient [grade 1-4]</i></b>	The public debate never really started; almost nobody found the topic debatable.	Hardly any noticeable progress from analysis to the final design.	Student did not contribute to the group process, or hampered the group process.	Sloppy and/or incoherent presentation.