
Rubrics, like quarterly or yearly evaluations at a job, are tools that (should) clearly explain what the student is doing well and what can be improved upon. They are benchmarks to help students excel. Like work, we don't get formal grades but overall evaluations.

I still need to give a traditional letter grade: If you still need to grade formally with a traditional grading system, a thorough explanation is provided [here](#) from Cult of Pedagogy. In essence, you add another row at the bottom of the rubric like the one below to provide a grade off the rubric:

| | | |
|--------------------|---------------------|----------------------|
| 0-80 points | 80-95 points | 95-100 points |
|--------------------|---------------------|----------------------|

[Single Point Rubric Explained](#)

Important: This rubric has components that are reviewed through the ongoing parts of the project. Specifically, “continual research, self-reflection and the team components.” Be sure to note these patterns in teams for a fair evaluation instead of at the very end of the project.

Students should write down notes as you go through the rubric so they clearly understand what each section means to them.

User-Centered Design Project Rubric

Driving Question: **What problems exist in my community? How can we address these problems within the community?**

| Things we can improve: | Base Criteria | Things that were amazing: |
|------------------------|--|---------------------------|
| | <p>Project Processes: continually reviewed for their UCD process contribution for the team. The processes include throughout the learn phase (identify the problem and all its surroundings), imagine (brainstorm session), create (creating a process or prototype) and test (logged steps on the testing).</p> | |
| | <p>Creation of Process or Prototype: process or prototype offers a solution to the user's identified root problem. Able to provide information to a tangible solution or actual solution to the end user's benefit, based on user's feedback.</p> | |
| | <p>Presentation: clearly presents the team's steps involved during the 4 stages of the User-Centered Design process including information done during the learn, imagine, create and test phases. During the presentation, able to clearly answer questions for the audience.</p> | |
| | <p>Self Reflections: using tools such as task log, team and teacher informal and formal feedback, made adjustments and improvements throughout the project process.</p> | |
| | <p>Team Roles, Contract: each team member built and abided by their agreements. Each member followed their role and contract to be helpful and positive as a team. Each member was respectful toward each member and contributed to an effective result. Additionally, members took challenges or problems and created solutions.</p> | |
