make:able

Design Thinking Assessment Rubric

A design thinking assessment rubric for use with the make:able student challenge

PrintLab. AUTODESK

	1 pt | below	2 pts | approaches	3 pts | meets	4 pts | exceeds
develop empathy	I was unable to understand or identify the daily challenges of my end user.	I was able to list the daily challenges of my end user. However, physical and emotional pain points were limited or not identified.	I was able to develop empathy for my end user by listing and identifying their daily challenges, together with specific physical and emotional pain points.	I was able to develop a deep sense of empathy for my end user by listing and identifying their daily challenges, together with specific physical and emotional pain points. My descriptions and visuals were rich and varied, providing me with compelling insights.
framing opportunities	I was unable to use my empathy studies to frame a specific challenge.	I was able to frame a specific challenge to take on. However, the challenge was based on assumptions rather than evidence-based empathy studies.	I was able to frame a specific challenge by analysing my empathy studies and drawing conclusions.	I was able to frame a specific challenge by analysing my empathy studies and drawing conclusions. Multiple options were considered and narrowed down by thoroughly assessing opportunity and feasibility.
generating ideas	I was unable to generate multiple design ideas.	I was able to generate a limited number of design ideas by thinking convergently.	I was able to generate a wide range of design ideas by thinking divergently, which were analysed and placed in order of importance/potential impact.	I was able to generate an overwhelming range of design ideas (from practical to 'wild') by thinking divergently and creatively. Ideas were carefully analysed and placed in order of importance/potential impact.

	1 pt | below	2 pts | approaches	3 pts | meets	4 pts | exceeds
designing concepts	I was unable develop any concept ideas.	I was able to develop a limited number of concept ideas through visual methods. However, the design aspects and features had weak links to my end user's needs.	I was able to develop multiple concept ideas through visual methods. The design aspects and features had strong links to my end user's needs.	I was able to develop an abundance of concept ideas through visual methods. I mapped out an overhwhelming number of design aspects and features, before prioritising them and taking forward the elements that would have the most positive impact for my end user.
making a product	I was unable to make a product/prototype for my end user.	I was able to make a product/prototype for my end user. However, it was an unsuccessful solution in terms of solving their problems and I was unable to suggest improvements or make iterations.	I was able to make a relatively successful product/prototype for my end user, which involved an iterative process of testing and refinement.	I was able to make a life-changing product/prototype for my end user, which involved an iterative process of engaging testing and evidence-backed refinement.
telling the story	I was unable to tell a story of addressing my end user's needs.	I was able to document my journey of making an assistive device. However, it did not convey how I addressed by end user's needs.	I was able to document my journey of making an assistive device. I conveyed clear explanations and presented visuals to show how I addressed my end user's needs through an iterative design process.	I was able to passionately document my journey of making an assistive device. I conveyed comprehensive, human-centred explanations and presented professional visuals to show how I addressed my end user's needs through an iterative design process.

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