

# Social Innovation Challenge rubric

Which team most effectively applied Design for Delight processes to develop their solution?

Directions: Use the criteria to identify whether students are meeting, approaching, or not yet meeting the outlined expectations. Choose a number between the range listed below to demonstrate how the students met each criteria.

| Written evaluation criteria       | Meeting or exceeding expectations (9-7)   | Approaching expectations (6-4)  | Not yet meeting expectations (1-3)   |
|-----------------------------------|---|---|--|
| <b>Deep Customer Empathy</b>      | Explains who their customers are, how they chose those customers, and how they learned about them. Customer research goes beyond assumptions and common knowledge and provides evidence (interview notes, etc.) of conducting 4+ customer interviews. | Explains who their customers are, how they chose those customers, and how they learned about them. Demonstrates basic customer research but does not go beyond assumptions and common knowledge. Conducted 1-3 customer interviews. Explains who their customers are, and somewhat explains how they chose those customers. Customer research is not clear and uncertain whether they met with any customers. | Explains who their customers are, and somewhat explains how they chose those customers. Customer research is not clear and uncertain whether they met with any customers.  |
| <b>Customer problem statement</b> | Provides a clear and simple summary of the main customer problem the business is trying to solve. It will include the causes of the problem, and clearly explains how the problem affects customers.  | Provides a clear summary of the main customer problem the business is trying to solve and includes the causes of the problem. Demonstrates a developing understanding of how the customer is affected by the problem.   | The summary of the main customer problem is somewhat unclear. It does not clearly include the causes of the problem, and/or how the problem affects customers.   |
| <b>Brainstorming</b>              | Describes their process for coming up with a wide range and large number of ideas to solve the customer problem. The ideas represent bold, creative thinking and that teammates treated "no idea as a bad idea".                                      | Describes their process for coming up with ideas to solve the customer problem, including a wide range and large number of ideas. Ideas represented are somewhat innovative, and include a relatively new approach or improve an existing approach to solving the customer problem.   | The description of their process for coming up with ideas to solve the customer problem does not include a wide range or large number of ideas. The ideas presented do not clearly explain a new or improved approach to solving the customer problem. |

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| <p><b>Narrowing: idea selection and focus</b></p>      | <p>Explains the team’s reason for choosing their solution from a variety of ideas, using what they know about their customers and the problem. Solution presented is focused, innovative, and directly linked to the customer problem.</p>   | <p>Provides a somewhat clear explanation of the team’s reason for choosing their solution from a few ideas, using what they know about their customers and the problem. Solution presented is focused and directly linked to the customer problem.</p>  | <p>Does not clearly explain the team’s reason for choosing their solution. Solution presented is not fully focused or linked to the customer problem.</p>   |
| <p><b>Rapid experiments</b></p>                        | <p>Explains how they will create simple prototypes and use fast, easy experiments to better understand possible problems with their business, and use the results of these experiments to improve their approach.</p>  | <p>Demonstrates a developing understanding of how they will create simple prototypes and use fast, easy experiments to better understand possible problems with their business, and use the results of these experiments to improve their approach.</p>   | <p>Does not clearly explain how they will create simple prototypes or experiments to understand possible problems with their business. Does not clearly explain how they will use the results of these experiments to improve their approach.</p>       |
| <p><b>Video evaluation criteria</b></p>                | <p>Video covers empathy research to explain the key problem the student team is solving. Includes their solution and how they have been able to positively impact the lives of others. Addresses what they would like to do next to continue to support their target audience.</p>   | <p>Video explains the key problem the student team is solving but does not include empathy research. Includes their solution and how they have been able to positively impact the lives of others. Somewhat addresses what they would like to do next to continue to support their target audience.</p> | <p>Video does not clearly explain the key problem the student team is solving or include empathy research. Video does not clearly explain the solution or address what the team would like to do next to continue to support their target audience.</p> |
| <p><b>Supporting documents evaluation criteria</b></p> | <p>Team provides supporting documents that demonstrate application of Design for Delight and group effort to go through methodology as they developed their innovative solution. These can be notes, images of working sessions, etc. Submission artifacts will vary by team entry. Artifacts demonstrate breadth of engagement.</p> | <p>Team provides supporting documents that somewhat demonstrate application of Design for Delight and group effort to go through methodology. Submissions show a basic level of engagement with the Design for Delight process.</p>   | <p>Team provides supporting documents that do not clearly demonstrate application of Design for Delight or group effort to go through methodology. Submissions show minimal engagement with the Design for Delight process.</p>                         |