

BOARD YEAR STUDENTS

	Insufficient	Sufficient	Good	Excellent	
SCIENTIFIC AND PROFESSIONAL SKILLS	Presenting	Tells an unclear story for the appropriate target group and/or does not direct the structure and content of the presentation. Visual design identity is missing or unclear.	Tells a clear story for the appropriate target group and directs the structure and content of the presentation. Uses a clear (visual) design identity.	Tells a convincing story for the appropriate target group and directs the structure and content of the presentation. Uses an attractive (visual) design identity.	Tells a convincing story targeted at a professional audience and directs the structure and content of the presentation. Uses a personal and attractive (visual) design identity.
	Reporting and Dealing with Scientific Information	Does not draw an adequate picture of the design challenge. Does not provide a clear description of different perspectives and potential approaches. Does not argument choices that have been made. Uses references to external sources incorrectly.	Draws an adequate picture of the design (research) challenge. Provides a clear description of different perspectives and potential approaches. Arguments choices that have been made. Uses references to external sources correctly.	Draws a clear picture of the design (research) challenge. Provides a clear description of different perspectives and potential approaches. Arguments choices that have been made. Uses references to external sources correctly.	Independently draws a clear and professional picture of the design (research) challenge. Provides a clear description of different perspectives and potential approaches. Arguments choices that have been made. Uses references to external sources correctly. Coach and examiner could argue for: <ul style="list-style-type: none"> ● The financial viability of a business plan ● The product being taken further by a company ● The ability to publish the design research results
	Organizing and Planning	There is too little evidence that the student makes' performs and redirects her planning, organizes her work and undertakes action if needed.	Needs guidance to make, perform and redirect her planning. Needs guidance to organize her work and to undertake action if needed.	Needs minor guidance to make, perform and redirect her planning. Needs minor guidance to organize her work and to undertake action if needed.	Individually makes, performs and redirects her planning, organizes her work and undertakes action if needed.

	Insufficient	Sufficient	Good	Excellent
Reflecting	There is too little evidence that the student organizes future learning (as described in her PDP) and consistently relates her choices of learning activities and work activities to her professional identity and vision.	Needs guidance to organizes future learning (as described in her PDP) and needs guidance to consistently relate her choices of learning activities and work activities to her professional identity and vision.	Needs minor guidance to organizes future learning (as described in her PDP) and needs minor guidance to consistently relate her choices of learning activities and work activities to her professional identity and vision.	Individually organizes future learning (as described in her PDP) and consistently relates her choices of learning activities and work activities to her professional identity and vision.
Cooperating and Networking	There is no collaboration with third parties (experts, stakeholders, clients) or no constructive atmosphere in the collaboration with third parties. The collaboration does not support the project.	Is pro-active in finding collaboration with third parties. Constructive atmosphere in the collaboration. She is able to apply the knowledge and skills of the third parties in the deliverables and process.	Is pro-active in finding collaboration with third parties. Constructive atmosphere in the collaboration. She is able to demonstrate the value of the collaboration with third parties in the deliverables and process.	Is pro-active in finding collaboration with third parties. Constructive atmosphere in the collaboration. She is able to demonstrate and convincingly explains the value of the collaboration with third parties in the deliverables and process.

PROFESSIONAL IDENTITY AND VISION

Professional Identity

Insufficient

There is too little evidence that she understands its importance and uses her PI to steer her work and career. Furthermore, there is no evidence that she continuously develops her PI. She does not define who she is as a designer and/or does not demonstrate knowledge of her strengths and weaknesses and/or does not describe how her beliefs, norms and values influence her design activities. The link between her PI, her vision and her personal development and project goals is lacking or unclear and illogical and/or has no corresponding visual language.

Sufficient

Needs guidance to understand its importance and to use her PI to steer her work and career. Needs guidance to develop her PI; to define who she is as a designer; to know her strengths and weaknesses. Needs guidance to describe how her beliefs, norms and values influence her design activities and to connect her PI to her vision and to personal development and project goals. Needs guidance to develop a visual language.

Good

Needs minor guidance to understand its importance and to use her PI to steer her work and career. Needs minor guidance to develop her PI; to define who she is as a designer; to know her strengths and weaknesses. Needs minor guidance to describe how her beliefs, norms and values influence her design activities and to connect her PI to her vision and to personal development and project goals. Needs minor guidance to develop a visual language.

Excellent

Understands its importance and uses her PI to steer her work and career. Continuously develops her PI. Defines who she is as a designer. Knows her strengths and weaknesses. Describes how her beliefs, norms and values influence her design activities. Connects her PI to her vision and to personal development and project goals. Has a corresponding visual language.

	Insufficient	Sufficient	Good	Excellent
Vision	<p>There is too little evidence that she elaborates her vision based on personal believes and past experiences. Her motives do not (always) support her vision and the link with the societal relevance is not fully elaborated and clear. The examples she brings to explain how to bring her vision to reality through design are not present or vague. The vision is still cluttered, too specific and impersonal. Connections between vision and design activities are too incidental.</p>	<p>Needs guidance to elaborates on her vision, to be critical on existing visions, trends in design and needs guidance in supporting her vision by bringing arguments, which are reflected in history and in societal contexts, combined with personal experiences and believes. Needs guidance in connecting vision and design activities.</p> <p>Furthermore, she needs guidance to explain how her vision can be brought to reality and which points of action can be made to do so or to explain how the actualization of her vision can have an impact on a societal level and/or generate new knowledge.</p>	<p>Needs minor guidance to elaborates on her vision, to be critical on existing visions, trends in design and needs minor guidance in supporting her vision by bringing arguments, which are reflected in history and in societal contexts, combined with personal experiences and believes. Needs minor guidance in connecting vision and design activities.</p>	<p>Elaborates on her vision, by being critical on existing visions, trends in design and supports her vision by bringing arguments, which are reflected in history and in societal contexts, combined with personal experiences and believes. There are clear and regular connections between vision and design activities.</p>