

## RUBRIC IDE MASTER GRADUATION PROJECT (ID4x95)

		4	5	6	7	8	9	10
<b>1. The student is able to effectively collect, analyse, generate and evaluate knowledge required for the project.</b>								
<b>Knowledge</b>	<b>Collect and analyse</b>	does not identify relevant questions / relevant/state of the art knowledge	identifies relevant questions or relevant/state of the art knowledge	... and effectively collects and analyses knowledge required for the project	... and uses academic rigor to verify the quality of the knowledge and its relevancy for the project	... and collects and analyses additional knowledge beyond the domain of the graduation and/or the field of industrial design engineering		
	<b>Generate and evaluate</b>	does not identify / acknowledge the added value of generating knowledge	identifies or acknowledges the added value for generating knowledge	...and effectively generates and evaluates knowledge required for the project	... and develops this into design parameters or evaluation criteria to increase relevancy for the project	... and generates and evaluates knowledge beyond the domain of the graduation project and/or the field of industrial design engineering		
<b>2. The student is able to justify his/her choices with respect to used methods and/or approaches used in the project.</b>								
<b>Methods</b>	<b>Use of methods and tools</b>	is unaware of / does not apply methods and/or tools relevant to the project	applies methods and tools that don't fit (or are not relevant) to the project or doesn't justify them	applies appropriate and meaningful methods and tools while justifying choices	... and continuously adapts methods or re-aligns tools to cater to the changing context of the project while justifying choices	... and does this in a way that is new to experts, in the project domain or in the field of industrial design engineering		
	<b>Dealing with project complexity</b>	is unaware of / unable to identify or address complexity issues	identifies and addresses a limited number (or too many elements) of the project without justifying this choice	identifies and addresses the projects' complexity and justifies choices	... and shifts between various levels of complexity throughout the project while justifying choices	... and does this in a way that is new to experts, in the project domain or in the field of industrial design engineering		
<b>3. The student can deliver a relevant project result.</b>								
<b>Project result</b>	<b>Feasibility (can it be done?)</b>	is unaware of / does not identify issues that determine feasibility	identifies the conditions for the project result to be feasible	... and demonstrates that the project result is feasible	... and develops a new way for this type of project results to become feasible	... and develops a new way for realising project results that could disrupt the field		
	<b>Desirability (does it address the users' values and needs?)</b>	is unaware of / does not identify the conditions for the project result to be desirable	identifies the conditions for the project result to be desirable	... and demonstrates that the project result is desirable for stakeholders involved	... and creates new value / meaning for stakeholders	... and creates new value / meaning for the domain of the project as a whole and / or and for society in general		
	<b>Viability (will it survive on a longer term?)</b>	is unaware of / does not identify the conditions for the project result to become viable	identifies the conditions or the project result to become viable	...and satisfies the conditions for the project result to become viable	... and develops a new way for this type of project results to become viable	... and (re-)develops new ethical, social and / or environmental standards that allows meaningful change in (or outside) the domain		
<b>4. The student is able to effectively and thoroughly communicate to- and discuss with stakeholders involved in the project.</b>								
<b>Communication</b>	<b>Academic level</b>	conveys content that is irrelevant or incomplete	conveys relevant content that lacks structure and/or references and uses poor language	conveys relevant and structured content with appropriate references and use of language	... and in a rich and personal way, also providing insights for those not (directly) involved in the project	... and (part of) the work has the potential to be developed into a (scientific) publication for experts to learn from		
	<b>Connecting to stakeholders</b>	provides minimal communication with the supervisory team	communicates to the supervisory team in a way that doesn't allow for connection	effectively communicates to the supervisory team allowing them to connect	... and (continuously) communicates to other stakeholders allowing them to connect	... and creates a buzz beyond the scope of the project, in the domain of the project and / or in the field of industrial design in general		
<b>5. The student is able to manage a design/research project independently within the given time.</b>								
<b>Project Management and planning</b>	<b>Planning</b>	does not oversee the project and executes it in an arbitrary manner	plans activities but executes them in an incomplete, inefficient and/or ineffective manner	plans and structures activities and executes them accordingly	... and reviews priorities while executing activities in order to create room for iterations	... and deals with and solves uncertainties and unforeseen circumstances effectively and efficiently		
	<b>Autonomy &amp; initiative</b>	fully depends on guidance and does not initiate activities nor maintain the project	shows little initiative or needs significant guidance in maintaining the project	shows sufficient initiative and executes the project autonomously	... and is pro-active in managing the project and stakeholders involved	... and takes unexpected and creative initiatives that have a positive effect beyond the scope of the project		
	<b>Response to feedback</b>	displays no or defensive response to feedback	displays insufficient response to feedback or takes no visible action	displays sufficient responds to feedback and takes adequate actions	... and argues (not) to respond to feedback of the supervisory team, while retaining the intrinsic quality of the project	... and / or creates and uses room for failure and individual learning		
	<b>Time spent</b>	Green Light not granted at 1 <sup>st</sup> or 2 <sup>nd</sup> "Green Light Meeting"/Graduation took 8 or more weeks longer), graduation grade can be maximum 8.5.		Green Light granted at <b>Second</b> "Green Light Meeting" (= around day 100)	Green Light granted at <b>First</b> "Green Light Meeting" (= around day 80)	N.A.		

Marks on a 10-point scale*	Definition (as in TUDelft diploma-supplement)
9,5 – 10,0	Excellent
8,5 – 9,0	Very good
7,5 – 8,0	Good
6,5 – 7,0	More than satisfactory
6,0	Satisfactory
4,5 – 5,5	Nearly satisfactory
3,5 – 4,0	Unsatisfactory

\* definition of marks below 3,5 not included