

Design for Change USA 2017 Judging Rubric

Vocabulary Defined:

- **Community Need:** The Community Need is something lacking or missing or a desire of the specified target audience. An example of a Community Need might be “the need for additional nutritious food resources in the refugee community.”
- **Community Challenge:** The Community Challenge is an obstacle present given the community need that is identified by the Student Team. An example of a Community Challenge might be “the challenge of obtaining fresh vegetables in the refugee community.”
- **Broader Community:** A group of community members or other stakeholders who may not be directly impacted by the Student Team’s Action Plan.
- **Target Audience:** The group or sub-community for whom the Community Need and the Community Challenge exist and the group for whom the Action Plan will be designed.
- **Student Team:** The group of students who are going through the DFC process.
- **Selected Solution:** The way in which the Student Team will address the Community Challenge through the Action Plan.
- **Action Plan:** The steps the Student Team will take to address the Community Challenge and the way in which the Selected Solution will be carried out.

Design for Change School Challenge Rubric

		1	2	3	4
		Novice	Intermediate	Advanced	Master
FEEL	Critique	Student team reflects generally, names unspecific or superficial issues affecting the community, focuses on short-term symptoms.	Student team reflects generally on basic issues affecting the community, focuses on short-term symptoms.	Student team critiques complex issues affecting the community, focuses on long-term root causes.	Student team engages in exhaustive critique of complex systems or issues affecting the community, using probing questions, to engage in thoughtful discussions about the long term causes of such issues.
	Clarity <i>*See definitions for the difference between Community Need and Community Challenge.</i>	Student team demonstrates a lack of clarity around one or more of the following: the community need, the community challenge, and the target audience.	Student team vaguely or superficially defines the community need, the community challenge and the target audience, loosely referencing information gathered during their critique.	Student team clearly defines the community need, the community challenge and the target audience, connecting each with information gathered during critique, referencing information gathered during their critique.	Student team concretely and explicitly defines the community need, the community challenge and the target audience, connecting each with information gathered during their critique.

	Empathy	Student team fails to engage target audience and other community stakeholders and defines only generally the community challenge.	Student Team demonstrates a vague sense of empathy, by attempting to engage target audience and other community stakeholders. Student team gains a general understanding of the problem from the community's perspective.	Student team directly engages with target audience and other community stakeholders, to better understand their perspective and experience in relation to the community challenge.	Student team deeply and directly engages with target audience and a wide range of community stakeholders, seeking to understand the perspective, experience and expertise of others, especially those most directly impacted by the community challenge. Demonstrates empathy in direct relation to the community challenge and demonstrates a belief that that which impacts the community directly, also impacts the Student team.
	Conviction	Student team demonstrates vague or minimal interest in addressing the community challenge.	Student team demonstrates some interest in addressing the community challenge.	Based on the potential of impact, student team demonstrates passion for the importance of addressing the challenge.	Based on the potential of profound impact, student team demonstrates strong conviction for addressing the community challenge.
IMAGINE	Creativity	Student team employs limited creativity and generates a list of common solutions, selecting a solution that may be familiar given the context of the community.	Student team employs some creative thinking, generating a list of solutions, and selecting a somewhat creative solution given the context of the community.	Student team seeks resources to amplify ideas, employs informed boldness to generate a list of relatively creative solutions, and selects a relatively creative solution given the context of the community.	Student team seeks resources to amplify and expand ideas, employs informed boldness to generate an exhaustive list of innovative solutions, and selects a creative solution given the context of the community.
	Responsiveness	Student team vaguely considers community needs while brainstorming solutions.	Student team considers community needs while brainstorming solutions.	Student team enlists the partnership of the target audience and considers community needs while brainstorming solutions that will have a profound, long-lasting impact.	Student team actively engages the partnership of the target audience and concretely considers the community needs. ?Prioritizes culturally responsive options while brainstorming solutions that will have a profound, long-lasting impact.

	Analysis	Student team does not compare the viability or the impact of each proposed solution.	Student team attempts to compare the viability or the impact of each proposed solution.	Student team compares viability and the extent to which each proposed solution will have a profound, long-lasting impact for the target audience.	Student team exhaustively evaluates and compares the viability and the extent to which each proposed solution will have a profound, long-lasting impact for the target audience.
	Belief	Student team does not demonstrate a belief in the importance of the impact that the selected solution will have in the community.	Student team demonstrates a wavering belief in the importance of the impact that the selected solution will have in the community.	Student team demonstrates a belief in the importance of the impact that the selected solution will have on the target audience as it pertains to the community need and community challenge.	Student team demonstrates a deep belief in the importance and significance of the profound, long-lasting impact that the selected solution will have on the target audience as it pertains to the community need and community challenge.
DO	Asset-Based Design	Does not consider the strengths of the community, the target audience or the Student Team when designing the action plan.	Identifies strengths of at least one of the following: the community, the target audience, the Student Team and considers those strengths when designing the action plan.	Identifies the strengths of the community, the target audience and the Student Team to consider, generally, when designing the action plan.	Identifies and defines the strengths and resources of the community, the target audience and the Student Team to leverage the assets of each when designing the action plan.
	Prototyping	Creates an action plan but does not receive feedback to refine the action plan.	Creates an action plan, receives feedback from at least one source, and refines the action plan based on feedback.	Creates an action plan prototype to test, receives feedback from more than one source to analyze the prototype, and refines the prototype based on feedback.	Deliberately creates one or more action plan prototypes to test, actively solicits a wide variety of feedback to analyze the prototype(s), and intentionally refines the prototype(s) based on feedback.
	Sustainability	The action plan does not establish a focus on long-term change.	The action plan focuses on a relatively long-lasting impact for the target audience.	The action plan establishes a focus on one or more of the following: long-lasting impact, long-term empowerment, or	The action plan establishes a focus on all of the following: long-lasting impact, long-term empowerment of the community to sustain the

				addressing root causes of a community challenge.	impact of the project, and addressing root causes of a community challenge.
	Perseverance	Does not view mistakes as opportunities for growth or fails to complete an action plan when obstacles are presented.	Falters slightly when mistakes are made but realizes an action plan.	Considers mistakes as opportunities for growth and realizes a bold action plan.	Explicitly views mistakes as opportunities for growth and realizes a bold action plan despite obstacles presented.
SHARE	Inspiration	Does not increase broader community awareness regarding the community challenge and fails to inspire additional action.	Slightly increases broader community awareness regarding the community challenge and inspires some additional action.	Increases broader community awareness regarding the community challenge and inspires additional ongoing action.	Deliberately increases broader community awareness regarding the community challenge and effectively inspires expanded, collective and ongoing action.
	I Can	Does not demonstrate or demonstrates only a wavering, limited belief in what is possible.	Vaguely demonstrates a belief in what might be possible and personal ability to affect limited change.	Exercises a sense of possibility and exhibits a belief in personal ability to affect change.	Exercises a strong sense of possibility and exhibits a firm, informed belief in personal ability to profoundly affect change.
	Storytelling	Does not share the process or results of the Student Team.	Describes the process and results taken by the Student Team.	Through storytelling, connects with an audience and shares the process and results of the Student Team.	Through effective communication techniques and storytelling, connects meaningfully with a wide audience and shares process / results.
	Reflection and Analysis	Does not attempt to reflect or analyze the process or the results of the action plan.	Attempts to reflect on the process or the results of the action plan.	Effectively reflects on and analyzes the process and the results of the action plan in a way that leads to changes in the action plan or specific steps of the action plan.	Effectively reflects on and analyzes the process and the results of the action plan in a way that leads to the purposeful refinement and evolution of the action plan or specific steps of the action plan.