Competency	1 - Not Meeting Expectations	2 - Meeting Expectations	3 - Exceeding Expectations
			Builds off of meeting expectations.
Presentation Skills			
Presentation Structure	Does not have an agenda or a conclusion. Concepts do not have context and a clear explanation of what they are and why.	Includes an agenda and a conclusion. Concepts have an explanation of what and why they are used in the process.	There is a story threading the presentation together.
Presentation Delivery	Speak before groups for the purpose of providing information. Reading slides word for word. Lots of fillers words. Does not look out at the audience.	Looks between the audience and their slides. Uses some filler words. Reads through the presentation step by step. Does not always clearly articulate ideas and the whys.	Looks out at the audience when speaking. Articulation of cohesive ideas and engages audience. Indicates the why of using a method or tool and ties insights to decisions.
User Research / Synthesis			
Research Scope	Hypothesis does not include evaluation criteria. Research statement is too vague or broad.	The research hypothesis includes the ability to evaluate it. Or writes a specific statement (hunt statement).	Writes a clear hypothesis statement or hunt statement. Includes target audience specifics of at least 3 criteria. Has a clear indication of measurement.
User Interview Questions	Questions are close-ended. Questions are too specific. Questions are too generic. Questions do not probe for stories or the why.	Writes open-ended questions. Questions build upon each other.	Writes open-ended questions. Probes deeper for motivations and why behavior. Questions are in a logical flow. Has the last question ask if there is anything else to add.
In-Depth Interviewing	Interviewer does not give context to the interviewee. Interviewer talks too much during the interview. Interviewer does not pause and let stories emerge. They do not probe for more detail.	Interviewer gives context to the interview. Interviewer pauses and lets the person speak. Interviewer asks follow-up questions based on interviewee's answers.	Interviewer probes gently and/or builds upon questions/answers. Interviewer gets stories and motivations.
Affinity Diagramming	Categories are simple groups. No depth of behavior.	Categories show motivations, behaviors, actions...	Uses behavior spectrums to spec out personas.
Personas	Personas do not include motivations, goals, or pain points. Persona is based on demographic information. Persona is based upon assumptions.	Personas contain a clear profile image, a bio, quote, motivations, goals, and frustrations.	Persona has motivations that are behaviors, clear, task oriented goals, and pain points that cause empathy.
Journey Maps	Journey map does not show clear moments of truth. Journey map is vague or does not have enough of detail.	Journey map includes doing, thinking, feelings, experience, stages, and time.	Journey map includes moments of truth and opportunities. Has a clear timeline, realistic stages, clear differences between thinking, doing and feeling. Experience is visual.
Design			

Competency	1 - Not Meeting Expectations	2 - Meeting Expectations	3 - Exceeding Expectations
Hand Sketching	Does the bare minimum sketching done in class. Does not sketch ideas during projects.	Sketches ideas during project development. Sketches storyboards, sitemaps, userflows, and wireframes.	Sketches ideas during project development. Sketches storyboards, sitemaps, userflows, and wireframes. Practices on own time. Uses sketching to think through ideas.
Information Architecture	Sitemaps have arrows or show organization of flow instead of content hierarchy.	Sitemaps use straight lines and do not have arrows. Organization shows basic/simplified content hierarchy.	Sitemaps use straight lines and do not have arrows. Shows a detailed content hierarchy, including utility navigation and footer. Shows a depth of content and an understanding of content relationships.
User Flows	Has short, linear user flows. Boxes include actions and screens.	Flows include decision points. Decisions are clearly marked. Screens and actions are separated.	Flows include decision points. Decisions are clearly marked. Screens and actions are separated. Flows are thought through both the happy path and what to do if something goes wrong.
Task Analyses	Creates a list of steps for a task.	Shows the flow and steps to accomplish a goal.	Shows the flow and steps to accomplish a goal. Shows sub-steps and artifacts needed to accomplish tasks.
Wireframes	Wireframes are simple. Elements are not totally aligned. Text is not thought through. Images aren't represented with a crossed box. Uses color for more than indicating interactions.	Wireframes show layout and hierarchy of elements. Clear usage of elements for interactivity and indication of what an element does. Uses symbols.	Wireframes show layout and hierarchy of elements. Clear usage of elements for interactivity and indication of what an element does. Uses symbols. Includes annotations.
Prototyping	Simple flow. Only links a few screens. Only one element on a screen at a time is linked.	Has more than one flow in the prototype. More than one item on a screen is linked (navigation and screen elements). For example, users can get to home through a logo and navigation.	Has more than one flow in the prototype. More than one item on a screen is linked (navigation and screen elements). For example, users can get to home through a logo and navigation. Shows different states of screens.
Usability Testing	Doesn't use a guide. Doesn't record sessions.	Has scenarios. Records sessions.	Has scenarios. Records sessions. Has follow up questions for each task. Rates efficiency. Has clear measurable metrics.
Soft Skills			
Project Management	Makes a list. No timeline. Relies on others for due dates. Does not discuss tasks with team mates or tries to do all work themselves.	Has tasks listed. Has due dates. Delegates work. Updates tasks during project.	Has tasks listed. Has due dates. Delegates work. Uses software. Discusses tasks with team. Updates tasks during project. Time blocks.

Competency	1 - Not Meeting Expectations	2 - Meeting Expectations	3 - Exceeding Expectations
Team Communication	Gets defensive when receiving feedback. Makes excuses when receiving feedback. Is not collaborative with teammates - does their own thing. Does not incorporate feedback into own work.	Accepts feedback and shows a growth mindset. Establishes and maintains relationships through positive communication.	Interacting with individuals and groups to find ways to hold accountability while creating solutions to address challenges.
Collaboration with Others	Does not discuss ideas and project information with teammates. Does their own work and then throws it to the team. Does not ask for feedback. Does not take in feedback.	Discusses project and ideas with teammates. Works together on deliverables. Asks for feedback. Provides feedback.	Provides critical thinking feedback. Offeres suggestions to help improve teammates. Takes in feedback and incorporates it into the project.
Critical Thinking	Rationalizes own decisions. Does not ask why about a topic. Does not think through a question or answer.	Asks why about a topic. Analyzes information in order to form an opinion. Synthesizes information to create insights and judgements.	Reflective thinking about self and the world around them. Evaluates multiple sources in order to form an opinion. Uses logic to think through a problem.
Creative Thinking	Holds on to own assumptions. Does not try to look at a problem from different angles. Forms one single solution to a problem.	Looks at problems through different lenses. Perceives patterns. Willing to let go of existing assumptions. Thinks broadly about a topic.	Connects previous experience to new learnings and sees new ways of solving problems.
Communication	Does not finish thoughts. Does not clearly organize thoughts. Speaks and writes in a rambling manner.	Speaks and writes clear questions and descriptions.	Uses concise language to clearly ask or describe something. Includes context.
Listening	Interrupts other people when talking. Defensive. Subbornly holds on to their beliefs.	Doesn't interrupt others. Waits for someone to finish speaking before answering. Asks questions for clarification.	Shows active listening. Paraphrases what they heard.
Empathy	Does not show empathy to fellow students or clients.	Shows empathy by listening to others, by explaining things, helps other classmates when asked.	Relates well to classmates. Goes out of their way to offer help to classmates and clients.