Experience Design for Integrated Media
Program Learning Outcomes Rubrics
Basic Courses: Bloom's Taxonomy Level 1 (Remembering/Set)

PLO 1: Design Interdisciplinary

Recall the fundamental principles in art and design encompassing art movements, techniques, and categories evident in artworks, utilizing precise and reliable art and design terminology.

A: Excellent	• Student demonstrates an exceptional ability to recall and articulate fundamental principles in art and design. • Mastery in recalling and describing art movements, techniques, and categories. • Exceptional use of precise and reliable art and design terminology.
B: Good	• Student proficiently recalls and describes fundamental principles in art and design. • Shows competence in remembering and detailing art movements, techniques, and categories. • Uses precise and reliable art and design terminology effectively.
C: Fair	• Student is competent in recalling and describing fundamental principles in art and design. • Provides a solid understanding by remembering art movements, techniques, and categories. • Demonstrates a good use of precise and reliable art and design terminology.
D: Very Poor	• Student exhibits a basic level of recalling fundamental principles in art and design. • Describes art movements, techniques, and categories at a foundational level. • Uses some precise and reliable art and design terminology with basic recall.
F: Failed	• Student struggles to recall fundamental principles in art and design. • Difficulty in articulating or remembering art movements, techniques, and categories. • Limited or inaccurate use of precise and reliable art and design terminology at the remembering level.

PLO 2: Creative & Design Strategy

Replicate design strategies using various creative and design thinking tools that align seamlessly with scopes of design exercise.

A: Excellent	• Consistently replicates design strategies using various creative & design thinking tools. • Aligns seamlessly with scopes of design exercise.
B: Good	• Effectively replicates design strategies using various creative & design thinking tools. • Aligns well with scopes of design exercise.
C: Fair	• Generally replicates design strategies using creative and design thinking tools. • Aligns adequately with scopes of design exercise.
D: Very Poor	• Inconsistently replicates design strategies using creative and design thinking tools. • Partially align with scopes of design exercise.
F: Failed	• Struggles to replicate design strategies using creative and design thinking tools. • Poor alignment with scopes of design exercise.

PLO 3: Design Research

Retrieve suitable design best practices and case studies to identify comprehensive design requirements for the design exercise.

A: Excellent	• Retrieve accurately a wide range of design best practices and case studies. • Identify highly comprehensive design requirements for the exercise.
B: Good	• Retrieves relevant design best practices and case studies. • Identify comprehensive design requirements for the exercise.
C: Fair	• Retrieves suitable design best practices and case studies. • Identify design requirements for the exercise, though with minor gaps.
D: Very Poor	• Retrieves basic design best practices and case studies. • Identify design requirements, but with noticeable limitations in comprehensiveness.
F: Failed	• Fails to adequately retrieve relevant design best practices and case studies. • Fails to identify design requirements for the exercise.

PLO 4: Experience Design

Prepare the flow of interaction, visual and verbal content, and sensory with a moodboard or references that reflects suitable tone and emotion, priming for the artistic media design.

A: Excellent	• Student seamlessly prepares flow of interaction, visual, and verbal components to create a sensory-rich experience. Interaction, visuals, and content are clear, engaging, and aligned. The moodboard or references effectively set the tone and emotion for artistic media design.
B: Good	• Student mostly well-prepares components for human experience and journey including the flow of interaction, visual and verbal content with minor improvements needed. Interaction, visuals, and content are generally clear and engaging. The moodboard or references provide good inspiration for artistic media design.
C: Fair	• Student adequately prepares components for human experience and journey including the flow of interaction, visual and verbal content, though some refinement is needed. Interaction, visuals, and content are understandable but may lack consistency. The moodboard or references somewhat reflect the tone and emotion, providing some inspiration.
D: Very Poor	• Student inconsistently prepares components for human experience and journey including the flow of interaction, visual and verbal content. Interaction, visuals, and content may be confusing or disorganized. The moodboard or references lack coherence or relevance.
F: Failed	• Student struggles to prepare components for human experience and journey including the flow of interaction, visual and verbal content. Interaction, visuals, and content are confusing or irrelevant. The moodboard or references are absent or disconnected from the suitable tone and emotion.

PLO 5: Design Implementation

Proceed design practices by incorporating drawing, sketching, computer visualization, and model making with comprehensive details.

A: Excellent	• Student can fluently proceed design practices, skillfully combining drawing, sketching, computer visualization, and model making with meticulous attention to comprehensive details.
B: Good	• Student effectively proceeds with design practices, combining drawing, sketching, computer visualization, and model making, demonstrating a good grasp of comprehensive details.
C: Fair	• Student competently proceeds design practices, incorporating drawing, sketching, computer visualization, and model making with fair comprehensive details.
D: Very Poor	• Student proceeds design practices with very poor skills of drawing, sketching, computer visualization, and model making, with poor comprehensive details.
F: Failed	• Student struggles to proceed design practices with drawing, sketching, computer visualization, and model making, lacking attention to comprehensive details.

PLO 6: Presentation & Communication Skill

Present the output of design exercise using basic presentation media, adhering significant details of the design and its process.

A: Excellent	• Presents the output of the design exercise with exceptional clarity, using basic presentation media proficiently, and includes all significant details of the design and its process.
B: Good	• Presents the output of the design exercise using basic presentation media effectively, with clear communication of significant details of the design and its process.
C: Fair	• Presents the output of the design exercise using basic presentation media adequately, with some clarity regarding significant details of the design and its process.
D: Very Poor	• Presents the output of the design exercise using basic presentation media, but lacks clarity in communicating significant details of the design and its process.
F: Failed	• Fails to present the output of the design exercise using basic presentation media, lacking essential details and clarity in conveying the design and its process.

PLO 7: Design Quality

Recall the provided design criteria to describe the better and lesser quality in artistic media design.

A: Excellent	• Demonstrates an exceptional and accurate recall of the provided design criteria, effectively describing the distinctions between superior and inferior quality in artistic media design.
B: Good	• Displays a strong and precise recall of the given design criteria, successfully describing the differences between better and lesser quality in artistic media design.
C: Fair	• Shows a satisfactory recall of the provided design criteria, describing to some extent the differences between superior and inferior quality in artistic media design.
D: Very Poor	• Exhibits a limited and somewhat inaccurate recall of the given design criteria, with difficulty describing the differences between better and lesser quality in artistic media design.
F: Failed	• Fails to recall the provided design criteria adequately, leading to an inability to describe the differences between better and lesser quality in artistic media design.

Experience Design for Integrated Media
Program Learning Outcomes Rubrics
Intermediate Courses: Bloom's Taxonomy Level 2 (Understanding/Guided Response)

PLO 1:   Design Disciplinary

Describe the connections between principles and foundations in art and design, such as aesthetics, art techniques, design principles, technology, business acumen, and sociocultural impacts, providing their relevance to XDIM problems.

A: Excellent	• Provides a comprehensive and insightful description of the connections between principles and foundations in art and design, including aesthetics, art techniques, design principles, technology, business acumen, and sociocultural impacts. • Demonstrates a deep understanding of how these principles are relevant to solving XDIM problems.
B: Good	• Describes the connections effectively, covering the major aspects of principles and foundations in art and design. • Shows a solid understanding of their relevance to XDIM problems.
C: Fair	• Offers a basic description of the connections between principles and foundations in art and design. • Identifies some relevant aspects but lacks depth in understanding.
D: Very Poor	• Provides a limited or unclear description of the connections. • Demonstrates a lack of clarity or understanding regarding how these principles relate to solving XDIM problems.
F: Failed	• Fails to describe the connections between principles and foundations in art and design. • Shows little to no understanding of how these principles are relevant to addressing XDIM problems.

PLO 2:   Creative & Design Strategy

Associate various creative and design thinking tools into design strategies that align seamlessly with the scopes of XDIM problems.

A: Excellent	• Associates a wide range of creative and design thinking tools into design strategies, demonstrating a deep understanding of their application and alignment with the scopes of XDIM problems.
B: Good	• Effectively associates various creative and design thinking tools with design strategies, showing a solid understanding of their application and alignment with the scopes of XDIM problems.
C: Fair	• Associates some creative and design thinking tools with design strategies, demonstrating a basic understanding of their application and alignment with the scopes of XDIM problems.
D: Very Poor	• Associates few creative and design thinking tools with design strategies, with limited understanding of their application and alignment with the scopes of XDIM problems.
F: Failed	• Fails to effectively associate creative and design thinking tools with design strategies, lacking understanding of their application and alignment with the scopes of XDIM problems.

PLO 3:   Design Research

Select design research tools or techniques for investigation, analysis, and summarizing design requirements and criteria that reflect user insight according to the provided process.

A: Excellent	• Demonstrates a profound understanding by consistently selecting a variety of design research tools and techniques in a thorough and insightful manner. • Clearly aligns with the provided process, showcasing a deep comprehension of user insights and design requirements.
B: Good	• Shows a solid understanding by consistently selecting a range of design research tools and techniques. • Aligns well with the provided process, reflecting a good grasp of user insights and design requirements.
C: Fair	• Demonstrates a basic understanding by generally selecting design research tools and techniques. • Follows the provided process adequately, with some alignment to user insights and design requirements.
D: Very Poor	• Shows a limited understanding with inconsistent or insufficient selection of design research tools and techniques. • Struggles to align with the provided process, resulting in a limited reflection of user insights and design requirements.
F: Failed	• Fails to demonstrate understanding, with little to no effort in selecting design research tools and techniques. • Lacks alignment with the provided process, leading to a minimal or non-existent reflection of user insights and design requirements.

PLO 4: Experience Design

Reproduce the flow of experience, and visual and verbal content for experience design through various creative media types, following the specified intended purpose, tone, emotion, media usage, format, and constraints.

A: Excellent	• Student consistently reproduces the flow of experience, and visual and verbal content that demonstrates a deep understanding of the specified purpose, tone, emotion, media usage, format, and constraints. The experience design is highly effective (in aesthetics, differentiations, and novelty) and exhibits creativity beyond expectations.
B: Good	• Student reproduces the flow of experience, and visual and verbal content effectively, adhering to the specified criteria with a clear understanding of purpose, tone, emotion, media usage, format, and constraints. Experience design is generally effective.
C: Fair	• Student reproduces the flow of experience, and visual and verbal content with some effectiveness, demonstrating a basic understanding of the specified purpose, tone, emotion, media usage, format, and constraints. Experience design meets minimum expectations.
D: Very Poor	• Student struggles to reproduce the flow of experience, and visual and verbal content effectively. The understanding of the specified criteria is limited, resulting in experience design that falls below expectations.
F: Failed	• Student fails to reproduce the flow of experience, and visual and verbal content effectively. The understanding of the specified criteria is minimal or nonexistent, and experience design and content are significantly missing the point.

PLO 5: Design Implementation

Reproduce the design with developed skills in drawing, sketching, visualization, and prototyping, emphasizing details that accurately represent the provided usages, contextual factors, environments, materials, production techniques, and installation, while prioritizing originality.

A: Excellent	• Student reproduces the design with highly developed skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is exceptional, accurately representing usages, contextual factors, environments, materials, production techniques, and installation, while demonstrating a high level of originality.
B: Good	• Student reproduces the design with well-developed skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is good, accurately representing most aspects of usages, contextual factors, environments, materials, production techniques, and installation, with a satisfactory level of elaboration.
C: Fair	• Student reproduces the design with satisfactory skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is moderate, accurately representing key aspects of usages, contextual factors, environments, materials, production techniques, and installation, with an acceptable level of flexibility.
D: Very Poor	• Student struggles to reproduce the design with underdeveloped skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is limited, with inaccuracies in representing usages, contextual factors, environments, materials, production techniques, and installation, with an acceptable level of fluency.
F: Failed	• Student fails to reproduce the design, lacking necessary skills in drawing, sketching, visualization, and prototyping. • The emphasis on details is insufficient, with significant inaccuracies in representing usages, contextual factors, environments, materials, production techniques, and installation, and an intention to copy other's work.

PLO 6: Presentation & Communication Skill

Reproduce the provided presentation techniques for presenting content and process of the design problem through visual and verbal presentation, adhering to specified details, and incorporating suitable presentation media in physical or digital formats.

A: Excellent	• Reproduces the provided presentation techniques with a high level of accuracy and creativity, effectively presenting the content and process of the design problem. • Adheres meticulously to specified details and incorporates suitable presentation media in physical or digital formats.
B: Good	• Reproduces the provided presentation techniques with accuracy, effectively presenting the content and process of the design problem. • Adheres well to specified details and incorporates suitable presentation media in physical or digital formats.
C: Fair	• Reproduces the provided presentation techniques adequately, presenting the content and process of the design problem. • Adheres to specified details and incorporates suitable presentation media in physical or digital formats.
D: Very Poor	• Reproduces the provided presentation techniques with some inaccuracies, presenting the content and process of the design problem to a limited extent. • Partially adheres to specified details and may have limitations in the use of suitable presentation media.
F: Failed	• Reproduces the provided presentation techniques inadequately, with significant inaccuracies, limiting the effectiveness of presenting the content and process of the design problem. • Does not adhere well to specified details and struggles to incorporate suitable presentation media in physical or digital formats.

PLO 7: Design Quality

Discuss the quality of the design output using provided methods to ensure alignment with the provided objectives and requirements, considering user experience, stakeholder needs, and areas for future improvement.

A: Excellent	• The discussion demonstrates a profound understanding of the quality of the design output using provided methods. • It thoroughly explores how the output aligns with the provided objectives and requirements, considering user experience, stakeholder needs, and providing insightful remark of areas for future improvement.
B: Good	• The discussion shows a solid understanding of the quality of the design output using provided methods. • It effectively explores alignment with the provided objectives and requirements, considering user experience, stakeholder needs, and offering a reasonable remark of areas for future improvement.
C: Fair	• The discussion displays a basic understanding of the quality of the design output using provided methods. • It adequately examines alignment with the provided objectives and requirements, touches on user experience and stakeholder needs, and provides some remarks of areas for future improvement.
D: Very Poor	• The discussion demonstrates a limited understanding of the quality of the design output using provided methods. • It partially addresses alignment with the provided objectives and requirements, with limited consideration of user experience and stakeholder needs, and provides weak remarks of areas for future without depth.
F: Failed	• The discussion lacks a clear understanding of the quality of the design output using provided methods. • It does not effectively address alignment with the provided objectives and requirements, neglecting considerations for user experience, stakeholder needs, and areas for future improvement.

PLO 1:   Design Interdisciplinary

Apply interdisciplinary of design, including aesthetics, art techniques, communication design principles, technology, business acumen, and sociocultural impacts to reliably support the XDIM project.

A: Excellent	• The application of principles and foundations in art and design, such as aesthetics, art techniques, design principles, technology, business acumen, and sociocultural impacts, is executed with exceptional reliability and proficiency. • The design of the XDIM project is notably enhanced by the effective application of these principles, showcasing a deep understanding and skillful utilization.
B: Good	• The application of principles and foundations in art and design is proficient and reliable, significantly contributing to the support of the XDIM project. • The utilization of these principles demonstrates a solid understanding and skillful application, although there may be minor areas for improvement.
C: Fair	• The application of principles and foundations in art and design is satisfactory and reliable in supporting the design of the XDIM project. • The utilization of these principles demonstrates a basic understanding and application, meeting the minimum requirements for effective support.
D: Very Poor	• The application of principles and foundations in art and design shows limited proficiency and reliability in supporting the design of the XDIM project. • There are notable areas for improvement, and the utilization of these principles may not consistently contribute to the project's effectiveness.
F: Failed	• The application of principles and foundations in art and design is insufficient and unreliable in supporting the design of the XDIM project. • There is a clear lack of understanding and proficiency in applying these principles, resulting in an ineffective contribution to the project.

PLO 2:   Creative & Design Strategy

Formulate design strategies for open-ended XDIM project by using creative and design thinking tools, and ensuring the alignment with project scope, situations, and contexts.

A: Excellent	• The formulation of design strategies for the open-ended XDIM project is outstanding. • Creative and design thinking tools are applied with exceptional skill, ensuring a high level of alignment with project scope, situations, and contexts. • The strategies demonstrate a deep understanding and designful application.
B: Good	• The formulation of design strategies for the open-ended XDIM project is proficient. • Creative and design thinking tools are applied with skill, resulting in a good alignment with project scope, situations, and contexts. • The strategies demonstrate a solid understanding and effective application.
C: Fair	• The formulation of design strategies for the open-ended XDIM project is satisfactory. • Creative and design thinking tools are applied adequately, meeting the basic requirements for alignment with project scope, situations, and contexts. • The strategies demonstrate a satisfactory understanding and application.
D: Very Poor	• The formulation of design strategies for the open-ended XDIM project shows limited proficiency. • There are areas for improvement in the application of creative and design thinking tools, and the alignment with project scope, situations, and contexts is inconsistent. • The strategies may not effectively address the project's requirements.
F: Failed	• The formulation of design strategies for the open-ended XDIM project is insufficient. • Creative and design thinking tools are poorly applied, resulting in a lack of alignment with project scope, situations, and contexts. • The strategies demonstrate a clear lack of understanding and proficiency, making them ineffective for the project.

PLO 3: Design Research

Apply the contextual inquiry method to design research for the investigation, analysis of quantitative and qualitative data, and summarization into design requirements and criteria that reflect user, business, and stakeholder insights with empathy.

A: Excellent	• The design research is conducted with exceptional skill, utilizing a diverse range of suitable tools, processes, and techniques. • The investigation, analysis, and summarization into design requirements and criteria demonstrate a profound understanding of user insight. • The application of research methods is thoughtful and contributes significantly to the design process.
B: Good	• The design research is conducted proficiently, using a variety of suitable tools, processes, and techniques. • The investigation, analysis, and summarization into design requirements and criteria show a solid understanding of user insight. • The application of research methods is effective and contributes positively to the design process.
C: Fair	• The design research is conducted adequately, employing basic tools, processes, and techniques. • The investigation, analysis, and summarization into design requirements and criteria reflect a satisfactory understanding of user insight. • The application of research methods meets the basic requirements for supporting the design process.
D: Very Poor	• The design research is conducted with limited proficiency, relying on a narrow set of tools, processes, or techniques. • The investigation, analysis, and summarization into design requirements and criteria show inconsistencies and gaps in addressing user insight. • The application of research methods requires improvement to effectively support the design process.
F: Failed	• The design research is conducted insufficiently, lacking the use of suitable tools, processes, or techniques. • The investigation, analysis, and summarization into design requirements and criteria lack a clear understanding of user insight. • The application of research methods is inadequate and does not contribute to the design process.

PLO 4: Experience Design

Construct the human experience and journey, including the interaction of the five human senses, and visual and verbal content through integrated media, considering the intended purpose, tone, emotion, meaning, media usage, format, and constraints.

A: Excellent	• Demonstrates exceptional integration of human sensory and aligns them cohesively with the intended purpose, creating a deeply immersive and purposeful experience. • Visuals and verbal content are seamlessly integrated, effectively conveying the intended tone, emotion, and meaning. • Utilizes integrated media creatively and effectively to enhance the overall experience, adeptly adapting to constraints without compromising quality.
B: Good	• Integrates human sensory consistently and aligns them well with the intended purpose, providing a highly immersive and purposeful experience with minor areas needing improvement. • Visuals and verbal content are mostly well-integrated, conveying the intended tone, emotion, and meaning clearly. • Uses integrated media effectively to enhance the experience, with some minor areas needing improvement in adapting to constraints.
C: Fair	• Integrates human sensory consistently and aligns them adequately with the intended purpose, but the experience may lack immersion in certain areas. • Visuals and verbal content are presented adequately, but there are noticeable areas where clarity or coherence could be improved. • Uses integrated media to support the experience, with room for improvement in adapting to constraints.
D: Very Poor	• Integrates human sensory in consistently and struggles to align them with the intended purpose, resulting in a limited immersive and purposeful experience. • Visuals and verbal content are presented with some clarity, but there are significant areas where improvement is needed. • Uses integrated media, but effectiveness is limited, and there is little adaptability to constraints.
F: Failed	• Fails to integrate human sensory and align them with the intended purpose, resulting in a disjointed or unengaging experience. • Visuals and verbal content are presented with little clarity or coherence, hindering understanding and engagement. • Uses integrated media poorly, detracting from the overall experience, and shows no adaptability to constraints.

PLO 5: Design Implementation

Implement the design with refined skills in drawing, sketching, visualization, and prototyping, emphasizing details that accurately represent usages, contextual factors, environments, materials, technology, production techniques, and installation, while prioritizing originality.

A: Excellent	• Implements the design with exceptional skill in drawing, sketching, visualization, and prototyping, showcasing refined skills. • Executes techniques with precision and mastery, demonstrating an outstanding command over tools and materials. • Emphasizes details effectively, ensuring accurate representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Prioritizes originality, bringing a unique and creative approach to the implementation of the design.
B: Good	• Implements the design with solid skill in drawing, sketching, visualization, and prototyping. • Executes techniques with accuracy and proficiency, demonstrating effective control over tools and materials. • Emphasizes details adequately, ensuring a reliable representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Demonstrates a reasonable degree of elaboration, contributing creative elements to the implementation of the design.
C: Fair	• Implements the design with a basic level of skill in drawing, sketching, visualization, and prototyping. • Executes techniques adequately, with basic control over tools and materials. • Emphasizes details at a basic level, providing a fundamental representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Displays an acceptable level of fluency and flexibility, incorporating standard elements in the implementation of the design.
D: Very Poor	• Implements the design with a limited skill level in drawing, sketching, visualization, and prototyping. • Struggles to execute techniques consistently, with noticeable inconsistencies in control over tools and materials. • Demonstrates limitations in emphasizing details, resulting in an incomplete or inaccurate representation of key elements. • Shows limited fluency and flexibility, lacking creativity in the implementation of the design.
F: Failed	• Fails to implement the design effectively, lacking the required skill in drawing, sketching, visualization, and prototyping. • Fails to execute techniques effectively, demonstrating a lack of control over tools and materials. • Fails to emphasize details adequately, resulting in a poor representation of usages, contextual factors, environments, materials, technology, production techniques, and installation. • Providing a generic or copied approach to the implementation of the design.

PLO 6: Presentation & Communication Skill

Present the content and process of the design project through visual and verbal presentation, adhering to specified details, and incorporating suitable presentation media in physical or digital formats.

A: Excellent	• Presents the content and process of the design project with exceptional skill in visual and verbal communication. • Executes presentation techniques with precision, demonstrating mastery in both physical and digital formats. • Adheres to specified details meticulously, ensuring a thorough and accurate representation of the design project. • Incorporates suitable presentation media seamlessly, enhancing the overall impact and clarity of the presentation.
B: Good	• Presents the content and process of the design project with solid skill in visual and verbal communication. • Executes presentation techniques accurately, demonstrating proficiency in both physical and digital formats. • Adheres to specified details effectively, providing a reliable representation of the design project. • Incorporates suitable presentation media effectively, contributing to the overall clarity of the presentation.
C: Fair	• Presents the content and process of the design project with a basic level of skill in visual and verbal communication. • Executes presentation techniques adequately, with basic proficiency in both physical and digital formats. • Adheres to specified details at a basic level, offering a fundamental representation of the design project. • Incorporates basic presentation media, contributing to the overall clarity of the presentation.

D: Very Poor	• Presents the content and process of the design project with limited skill in visual and verbal communication. • Struggles to execute presentation techniques consistently, with noticeable limitations in both physical and digital formats. • Demonstrates limitations in adhering to specified details, resulting in incomplete or inaccurate representation. • Incorporates limited presentation media, impacting the overall clarity of the presentation.
F: Failed	• Fails to present the content and process of the design project effectively, lacking the required skill in visual and verbal communication. • Fails to execute presentation techniques effectively, demonstrating a lack of control in both physical and digital formats. • Fails to adhere to specified details adequately, resulting in a poor representation of the design project. • Fails to incorporate suitable presentation media, hindering the overall clarity of the presentation.

PLO 7:   Design Quality

Review the quality of the design output using appropriate methods to ensure alignment with the project objectives, meet communication requirements for user experience and stakeholder needs, and identify areas for future improvement in the design.

A: Excellent	• The review of the design output is conducted with exceptional skill, utilizing appropriate methods to ensure precise alignment with project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is insightful, and recommendations demonstrate innovative and design thinking.
B: Good	• The review of the design output is conducted proficiently, utilizing appropriate methods to ensure solid alignment with project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is effective and contributes positively to the design process.
C: Fair	• The review of the design output is conducted adequately, utilizing appropriate methods to address project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is satisfactory and meets the basic requirements for ensuring the quality of the design.
D: Very Poor	• The review of the design output is conducted with limited proficiency, showing gaps in utilizing appropriate methods to address project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is inconsistent and requires improvement to effectively enhance the design.
F: Failed	• The review of the design output is conducted insufficiently, lacking a clear understanding of project objectives, communication requirements for user experience, and stakeholder needs. • Identification of areas for future improvement is inadequate and does not contribute to enhancing the design.