



Summative Assessment:

Demystifying the jargon of design thinking

Power Standard: Understand the designed world by researching existing works with the intent to copy, combine or transform ideas.

Instructions: Read the case study below. Using the terms list, **annotate** (underline, circle, write in the margin, highlight) specific instances of the case study that bring to mind the terminology.

discover	define	design	deploy	design thinking
user	empathy	innovation	ideation	observation
iteration	prototype	journey map	human-centered	feedback

Mr. Welch is an instructor of Design Thinking at The Vern Mountain School.

Recently, his classes have been studying design thinking jargon. After some time with the material, it was time to assess. He informed his classes that at the end of the week, they would have a summative. He went to work creating a card for a summative, and, at the end of the week, he assigned them the assessment card.



Mr. Welch was discouraged that his students did not do very well. He was concerned, so he decided to speak with a few students during TCB (Taking Care of Business) which happens right after lunch. While speaking with his students, he saw that they were upset about doing so poorly, and he heard them say that they just did not have enough time to fully study and internalize the jargon.

Based on what they shared, he designed a plan to reassess his students. With their input, he created a timeline of three class meetings with two types of practice: individual and in-class group work. After those three class meetings and the practice, he would give them another assessment on the design thinking jargon.

Mr. Welch created a new assessment on the jargon, and then he asked his colleague to look it over for mistakes or any other suggestions. His colleague, Mr. Day, gave him a few suggestions to try. He then sought out Dr. Wass for even more scrutiny on this new version of the assessment. Dr. Wass got out the Field Guide and some Post-Its and Sharpies, and asked Mr. Welch to jump in with him in the visible thinking routine “100 Ideas in 3 Minutes.” After engaging in the process, they were swimming in Post-Its, and their fingers were blue with undried Sharpie ink. Thankfully, doing the routine gave Mr. Welch a couple of new insights. Taking all of what his colleagues offered him, Mr. Welch created an even newer version of the assessment.

Now, it was time for the reassessment. His students arrived, a bit nervous, but also glad that their incredibly kind instructor had listened to their concerns and created a reassessment. Mr. Welch was floored to see the results of the reassessment. The students had all achieved an ADvanced which helped their upcoming Milepost.



Objectives	Novice NV	Emerging EM	Proficient PR	Advanced AD
(DIS.IDX.1.1) Understand the designed world by researching existing works with the intent to copy, combine or transform ideas	I need more laps to observe the designed world and identify design thinking jargon.	I am beginning to observe the designed world and identify design thinking jargon.	I can observe the designed world and identify design thinking jargon.	I can apply my understanding of design thinking jargon to transform my view of the designed world.

For Advanced, you will need to write about how design thinking impacted the world of the teacher as well as the students in the above case study. Use the jargon to explain your thinking.