

Evaluation matrix for ARTX-C1008 Sustainable design. Please note that criteria for a grade includes the ones given for the lower grades					
Assignment (evaluated material)	1	2	3	4	5
Assignment 1: Footprint calculation (entry at a digital whiteboard)					Pass: submission by the deadline
Assignment 2: Labels (assignment submission: two labels, and their criteria)					Pass: submission by the deadline
Assignment 3: Communication (assignment submission: an image of a product or service and appr. 200 word text)	Submission of an image of a product/service item with some text about it by the deadline	The submission includes some elaboration of what or how the item communicates	The submission uses analytical concepts of semiotics (from the course literature or from other sources).	The submission includes a balanced exposition of the item from a semiotics point of view, including what forms of communication are prevalent and what connections and references they use.	You have made efforts to select an interesting case. The submission provides an interesting case of sustainability communication.
Assignment 4: Redesign (MyCourses submission: Digital poster with presentation talk on 19.5.)	The submission includes an assessment that is incomplete and/or has incorrect findings, and the redesign feels incomplete, unjustified, and/or falsely targeted. The communication of content is very poor.	The submission includes an assessment that remains shallow and/or unreasonably limited, and the redesign isn't well connected, remains limited in scope, and isn't that novel. The communication of content feels limited and/or poorly conducted.	The submission includes an assessment that captures main sustainability concerns with support of the database, and the redesign is connected to the sustainability concerns, but limited in scope and/or without being that novel. The communication of content is on an average level.	The submission includes an assessment that is broad, based on the database findings, drawing attention to key sustainability aspects, and the redesign successfully builds on the assessment and introduces feasible changes. The communication of content is well conducted.	The submission includes an assessment that is broad, well-performed and justified with the database and potentially external sources, drawing carefully attention to the key sustainability aspects, and the redesign successfully builds on the assessment and introduces feasible changes that feel novel and innovative. The communication is professional and also visually pleasing.
Assignment 5: Groupwork (oral presentation and presentation materials)	<p>The submission includes a concept that makes use of or connects with the assigned materials.</p> <p>The outcome is reasoned from a sustainability point of view</p> <p>The group has participated in tutoring, and has given the final presentation.</p>	The submission includes insights and findings from the research activities .	<p>The submission indicates justified design decisions and produces a provides a novel concept.</p> <p>The presentation and the poster communicate in a clear way.</p>	<p>The submitted concept is analysed in terms of sustainability benefits and risk in a rigorous way. The concept includes reflection on the groupwork process and how they affected the outcome.</p> <p>Potential users and the feasibility of the concept has been effectively addressed within the scope of the allocated time</p>	<p>The concepts points clearly to a particular sustainability challenge and/or opportunity provided by a new material or property. The concept is innovative, and demonstrates problem-solving skills and creative thinking. The quality of graphic design of the poster is high.</p> <p>The presentation is fluent and persuasive.</p>
Assignment 6: Learning diary (text of about 1600-2000 words, illustrations and images are welcomed additions)	The diary covers all requires reflection questions	The diary provides an overview of the learning experience and some self-assessment about personal engagement and achieved learnings	<p>The text reaches beyond repeating the assignments and submissions, and beyond referencing the course literature. It makes connection between sessions or readings, or between the different elements of the course.</p> <p>The text is fluent and does not use bullet points.</p>	The diary includes reflections about the course topics, and the personal assignments. The reflection tasks of the course schedule are covered in ways that connect to personal learning.	The diary documents a learning journey with reflections about personal learning. The text is fluent and mostly grammatically correct. The use of visual material is encouraged in the diary. In this grade category, the use of text and visual material support each other.