

Student Name: \_\_\_\_\_

PROJECT GRADE: \_\_\_\_\_

CRITERIA	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	COMMENTS
<b>PART A: 3D Composition</b>					
<b>Design: Concept</b> 1. Ordering Systems The student demonstrates the ABILITY to apply the fundamentals of both natural and formal ordering systems in three-dimensional design. The student demonstrated the ability to apply and explore notions of: <ul style="list-style-type: none"> <li>Hierarchy (dominant, subdominant and subordinate)</li> <li>Proportion</li> <li>Relationships between axis</li> <li>Active connections; joinery (piercing cradling, wedging)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Design: Development</b> The student demonstrated the ability to work iteratively; creating multiple models and testing the compositions based on a set rules/ideas defined by the concepts discussed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Technical: Craftsmanship skills</b> Models were carefully constructed; volumes were neat and clean 90degree edges were achieved. Assembly of volumes took advantage of joinery systems discussed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>PART B: Orthographic Drawings 2D Views</b>					
<b>Design: Concept</b> The student demonstrated the ability to accurately document the model through the use of 2D orthographic projections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Technical: Drawing skills</b> The student demonstrated the ability to: <ul style="list-style-type: none"> <li>Use construction lines to create a multi-view drawing</li> <li>Apply scale</li> <li>Measure with accuracy and properly dimension</li> <li>Construct and clean and neat drawing</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Technical: Graphic Representation skills</b> The student demonstrated the ability to: <ul style="list-style-type: none"> <li>Thoughtfully layout multiple drawings on the page using alignments to create relationships between views</li> <li>Apply line types and line weights to articulate the drawing so that hierarchy of information is established</li> </ul> Thoughtfully add labels and titles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>PART C: Paraline and Perspective Drawing</b>					
<b>Design: Concept</b> The student demonstrated the ability to accurately document the model through the use of: <ul style="list-style-type: none"> <li>3D orthographic projections</li> <li>perspective drawing</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Technical: Drawing skills</b> The student demonstrated the ability to: <ul style="list-style-type: none"> <li>Generate an accurately measured axonometric drawing.</li> <li>Draw a 2 point perspective referencing vanishing point and a horizon line</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Technical: Graphic Representation skills</b> The student demonstrated the ability to: <ul style="list-style-type: none"> <li>Thoughtfully layout the drawings on the page using alignments to create relationships between views</li> <li>Apply line types and line weights to articulate the drawing so that hierarchy of information is established</li> <li>Apply shade and shadow to articulate three-dimensionality</li> </ul> Thoughtfully add labels and titles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Grading Standards

Grade	GPA	Comments
A	4.0	Excellent
A-	3.7	Excellent
B+	3.3	Above Average
B	3.0	Above Average
B-	2.7	Above Average
C+	2.3	Average / Acceptable
C	2.0	Average / Acceptable
F	0	Failure

### A/A-

These are exceptionally good projects that go above and beyond the expectations and requirements set forth in the assignment. They demonstrate a well-supported relationship between project goals, design concepts and design execution and a high level of analysis. The design work makes good use of precedents and criticism, yet is original and/or innovative in its solution. The final solution is supported by a thorough, iterative and well-documented process. The design is consistent throughout the project. Representations are clear, well-chosen and supportive of process. "A" projects are well organized, and are free of most technical errors.

### B/B+

These are very good projects. The "B" or "B+" project offers a relationship between project goals, design concepts, design execution and analysis that is more complex than a project at the "C" or "C+" level. What also distinguishes a "B" or "B+" project is the student's ability to offer a meaningful analysis or to demonstrate an aggressively sought design solution even if one is not found. Representations are appropriate. Although minor technical errors may be present, they do not impede meaning or clarity in the assignment.

### B-

These are adequate projects with some indication of promise. The "B-" project acknowledges a relationship between project goals, design concepts, design execution and analysis. The project must demonstrate a thoroughly sought design solution even if one is not found. Representations are appropriate, although minor technical errors may be present.

### C/C+

The project is adequate for students taking this class. The project will demonstrate some success in engaging with the assigned material. Additionally, the work will at a minimum demonstrate effort and understanding in the areas of analysis and critical thinking. There may be no adequate solution given, or a variety of possible solutions put forward without a clear sense of the student's effort to select. Representations are less than appropriate or inadequate. "C" or "C+" projects may also have technical errors.

### F

The project is inadequate for students taking this class. The project will demonstrate little in engaging with the assigned material. The work demonstrates little effort or understanding in the areas of analysis and critical thinking. There may be no adequate solution given, or a variety of possible solutions put forward without a clear sense of the student's effort to select one and solve the problem. Representations are inaccurate, unclear or inadequate. "C-" projects may also have significant technical errors. The class will have to be retaken for the student to proceed in the program

### INC

Grades of "incomplete" are not given under any circumstances unless there is evidence of a dire emergency (death in the family, accident, debilitating illness). Classes / work missed due to illness must be explained with a physician's note.