

Rubrics

| | | Application | Acquisition | Awareness | Not fulfilled | Max pts | 3 rd year Min score per rubric | 2 nd year Min score per rubric |
|----------|--|--|---|---|--|---------|---|---|
| 1 | Research and Innovation (PC.5) | <p>3 pts Research of building precedents / case studies using a variety of sources and displaying some original findings. Student shows advanced skills in communicating research findings and analysis through techniques such as statistics, diagrams, short descriptive essay, sketches etc. The student critically applies research findings.</p> | <p>2 pts Research of building precedents / case studies using a variety of sources. Student shows basic skills in communicating research findings and analysis through techniques such as statistics, diagrams, short descriptive essay, sketches etc.</p> | <p>1 pts The student has a basic understanding of case study research and application of research findings</p> | <p>0 pts No evidence found to evaluate this component</p> | 3 | 2 | 1 |
| 2 | Social Equity and Inclusive Environment, e.g.: Demographics, Accessibility, Site Analysis, and Case-Studies. (PC.8) | <p>3 pts The student has thorough research with strong evidence of concern for underrepresented communities. Research may include site-based design exercises, like accessibility (ADA), research into a site’s history, and diverse user information. The student formulates evidence of design analysis with diagrams and written descriptions.</p> | <p>2 pts The student critically analyzes datasets that come from appropriate research of underrepresented communities, accessibility, site history and demographics with evidence that is translated through analysis or some communication of findings.</p> | <p>1 pts The student shows an awareness of underrepresented communities, accessibility, site history and demographics through a written description.</p> | <p>0 pts No evidence found to evaluate this component</p> | 3 | 2 | 1 |
| 3 | Design Process | 9 pts | 6 pts | 3 pts | 0 pts | 9 | 6 | 3 |

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| | (PC. 2) | The student has thorough documentation of the design process and how it is integrated to the final project outcome. Digital skills were applied to the knowledge of programming and site design. | Key stages of the design process are documented. The design process conveys methods by which design processes integrate multiple factors. | The student has a basic understanding of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. | No evidence found to evaluate this component | | | |
| 4 | Poetry / Formal and Spatial Exploration (PC.2) | 9 pts Design elegance and sophistication of architectural expression, including sectional quality, applied to multi-story, multi-program structure. Evidence of abstract formal and spatial explorations | 6 pts Advanced understanding of building aesthetics, including sectional quality, applied to multi-story, multi-program structure. Evidence of abstract formal and spatial explorations | 3 pts Elementary understanding of building aesthetics, applied to a two-story, multi-program structure. Evidence of abstract formal and spatial explorations | 0 pts No evidence found to evaluate this component | 9 | 6 | 3 |
| 5 | Architectural Graphics and Representation Skills (PC.2) | 12 pts The student has mastery of architectural representational conventions (physical models, digital models, digitally drafted drawings, renderings, diagrams) combined with graphic elegance. | 8 pts The student's architectural representation shows professional rigor (is executed in a clear and appealing manner). Advanced craftsmanship of physical models, digital models, digitally drafted drawings, renderings, and diagrams. | 4 pts The student has a basic understanding of architectural representation conventions and how to apply them to an architectural project. | 0 pts No evidence found to evaluate this component | 12 | 8 | 3 |
| 6 | Building design Elements (PC.2) | 12 pts Strong understanding of structures and construction, as evidenced in the representation of: • Envelope | 8 pts Intermediate understanding of construction, as evidenced in the representation of: • Envelope | 4 pts Minimal understanding of construction, as evidenced in the representation of: | 0 pts No evidence found to evaluate this component | 12 | 8 | 3 |

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| | | <ul style="list-style-type: none"> • Structural grid • Structural core • Limits of cantilevered elements • Partition / floor slab thickness • Wall openings • Vertical circulation • Façade elements | <ul style="list-style-type: none"> • Limits of cantilevered elements • Partition / floor slab thickness • Wall openings • Vertical circulation • Façade elements | <ul style="list-style-type: none"> • Envelope • Partition / floor slab thickness • Wall openings • Vertical circulation | | | | |
| 7 | Ecological Knowledge and Responsibility (PC.3) | <p>3 pts Holistic understanding of the dynamic between built and natural environments, as evidenced in the representation of:</p> <ul style="list-style-type: none"> • Envelope • Building siting • Façade elements providing passive climate control such as awnings, bris soleil, louvers | <p>2 pts Some understanding of the dynamic between built and natural environments, as evidenced in the representation of:</p> <ul style="list-style-type: none"> • Envelope • Building siting • Façade elements providing passive climate control such as awnings, bris soleil, louvers | <p>1 pts Minimal understanding of the dynamic between built and natural environments, as evidenced in the representation of:</p> <ul style="list-style-type: none"> • Envelope • Building siting | <p>0 pts No evidence found to evaluate this component</p> | 3 | 2 | 1 |
| 8 | Learning and Teaching Culture (PC.7) | | <p>2 pts A thorough written description (min 250 words) that discusses the student's active participation in a culture of respectful exchange of ideas in studios and in the discussion sessions of the large lecture courses. For example, in the design studio courses, a respectful exchange of ideas happens in group projects, one-on-one desk critiques, field trips, studio pinups, and oral</p> | <p>1 pt A written description (min 150 words) that communicates the student's awareness of the importance of a culture of respectful exchange of ideas in studios and in discussion sessions. For example, in the design studio courses, a respectful exchange of ideas happens in group projects, one-</p> | <p>0 pts No evidence found to evaluate this component</p> | 2 | 2 | 1 |

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| | | | presentations to external panels. | on-one desk critiques, field trips, studio pinups, and oral presentations to external panels. | | | | |
| | Max score | | | | | | 53 | |
| | Minimal points, per placement | | | | | | 40 | 25 |