

## 10234PB-2016 Architecture and Drafting Common Analytic Rubric

Scoring Domain	No Evidence	Novice	Between Levels	Intermediate	Between Levels	Advanced
What is the evidence that the student has an understanding of architectural drafting math?		<ul style="list-style-type: none"> <li>The student's calculations are not accurate in relation to their drawing.</li> </ul>		<ul style="list-style-type: none"> <li>The student's calculations are accurate throughout the majority of the work in relation to their drawing.</li> </ul>		<ul style="list-style-type: none"> <li>The student's calculations are consistently accurate throughout the work in relation to their drawing.</li> </ul>
What is the evidence that the student has an understanding of architecturally correct floor planning?		<ul style="list-style-type: none"> <li>The student creates a floor plan that is not dimensioned appropriately.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates an accurately drawn floor plan with correct dimensions and labels.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates an accurately drawn floor plan showing necessary fixtures and having functional placement of doors and windows. Attention to detail is evident in the work.</li> </ul>
		<ul style="list-style-type: none"> <li>The floor plan shows no functional consideration of spatial requirements.</li> </ul>		<ul style="list-style-type: none"> <li>The floor plan shows functional consideration of spatial requirements with minor revisions before construction.</li> </ul>		<ul style="list-style-type: none"> <li>The floor plan shows functional consideration of spatial requirements.</li> </ul>

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What is the evidence that the student has an understanding of exterior elevations?		<ul style="list-style-type: none"> <li>The student creates an elevation that does not match the floor plan and/or would require major revisions before construction.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates an elevation that would require only minor revisions before construction.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates an elevation that would require no revisions before construction.</li> </ul>
		<ul style="list-style-type: none"> <li>The elevation does not include any notes or labels.</li> </ul>		<ul style="list-style-type: none"> <li>The elevation includes most necessary notes and material labels.</li> </ul>		<ul style="list-style-type: none"> <li>The elevation includes all necessary notes and material labels.</li> </ul>
What is the evidence that the student has an understanding of electrical plans?		<ul style="list-style-type: none"> <li>The student creates an electrical plan that may lack necessary symbols or place electrical components inappropriately.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates an accurate electrical plan that would require only minor revisions before construction.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates an accurate electrical plan that includes all necessary electrical devices and places them appropriately. An advanced response should show evidence of attention to detail.</li> </ul>
		<ul style="list-style-type: none"> <li>The student creates a legend that contains very few of the necessary symbols and descriptions.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates a legend that contains most of the necessary symbols and descriptions.</li> </ul>		<ul style="list-style-type: none"> <li>The student creates a legend that contains all of the necessary symbols and descriptions.</li> </ul>
What is the evidence that the student can communicate his or her design decisions?		<ul style="list-style-type: none"> <li>The student does not explain his or her design decisions clearly.</li> </ul>		<ul style="list-style-type: none"> <li>The student explains his or her design decisions, but may omit details.</li> </ul>		<ul style="list-style-type: none"> <li>The student clearly explains and justifies their design decisions.</li> </ul>