Architecture and Community Design: Outcome Rubrics
Department of Art + Architecture

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard] Minimum desired knowledge	Very Good Achievement of Outcome
1a. Demonstrate comprehensive knowledge of the development and trajectory of architectural history from prehistoric to contemporary times.	Student is unable to demonstrate knowledge of general periodization and development of architecture through their project work.	Student demonstrates a working knowledge of the development and trajectory of architectural history from prehistoric to contemporary times. Student is able to identify the principle designers and design philosophies of the modern and contemporary historical periods of architecture, and can reflect this knowledge within their project work.	Student demonstrates comprehensive knowledge of the development and trajectory of architectural history from prehistoric to contemporary times. Student is able to critically reflect upon their acquired knowledge of the principle designers, design philosophies, and design cultures of a place and time within their project work.
1b. Demonstrate, through architectural and urban design projects, a broad knowledge of the concepts and terminology related to urban and architectural history.	Student is unable to demonstrate knowledge about the principle designers and periods within the history of architecture.	Student is able to identify the principle designers and periods within the history of architecture.	Student is able to critically reflect upon their acquired knowledge of architecture, landscape architecture, and urban planning historical periods, and terminology within their project work.
1c. Identify and describe the key developments in the modern history of architecture.	Student is unable to demonstrate knowledge about the modern history of architecture within their project work.	Student is able to identify basic movements, individuals, and time periods in modern architecture history and its place and impact on their project work.	Student is able to critically reflect upon their acquired knowledge of modern architectural history and its place and impact on their project work.
2a. Demonstrate, through design practice, knowledge of the key methods of visual representation, with an emphasis on the strategies that promote visual clarity and understanding.	Student is unable to demonstrate skill using visual rhetoric, semiotics, or primary rendering skills within their project work.	Student is able to demonstrate basic skills within their project work using two or more of the following: visual rhetoric, semiotics, and/or primary rendering skills.	Student is able to demonstrate skill and marked improvement using visual rhetoric, semiotics, and primary rendering skills to represent abstract concepts within their project work.
2b. Demonstrate, through design practice, competence in using architectural graphic standards as a component of visual communication.	Student is unable to demonstrate fluency with any one of the following skills within their project work: multiple image composition, contrast and hierarchy, or system-wide structure within their project work.	Student is able to demonstrate fluency with two of the following skills within their project work: multiple image composition, contrast and hierarchy, and/or system-wide structure within their project work.	Student is able to demonstrate fluency and marked improvement with all of the following skills within their project work: multiple image composition, contrast and hierarchy, or system-wide structure within their project work.
2c. Demonstrate, through design practice, competence with design process	Student is unable to demonstrate fluency with one of the following forms of	Student is able to demonstrate fluency with two of the following forms of	Student is able to demonstrate fluency with each of the following forms of

methodologies.	architectural design process: conceptual development, formal experimentation, or system thinking across a wide range of project formats or media.	architectural design process: conceptual development, formal experimentation, and/or system thinking across a wide range of project formats or media.	architectural design process: conceptual development, formal experimentation, and system thinking across a wide range of project formats or media.
3a. Identify and describe the key concepts and design methods in the history and theory of architecture through critically reflective project work.	Student is unable to demonstrate a grasp of key concepts or define design methods in the history and theory of architecture through papers, graphic presentations or design projects.	Student is able to express a basic grasp of key concepts in the history and theory of architecture and design methods through papers, graphic presentations or design projects.	Student is able to clearly express and critically evaluate key concepts in the history and theory of architecture; and is able to clearly articulate/express and critically engage design methods through papers, graphic presentations and design projects.
3b. Initiate, research, and develop a design project that requires Service-Learning skills.	Student is unable to plan and implement a Service-Learning project in collaboration with an undeserved community.	Student is able to plan and implement a Service-Learning project in collaboration with an undeserved community and create a comprehensive final report.	Student demonstrates a leadership role in planning and implementing a Service-Learning project in collaboration with an undeserved community, and creates a comprehensive final report enabling the community partner to carry the project into the future.
4a. Demonstrate comprehensive skills using an architectural computer-rendering program such as VectorWorks, AutoCAD, or SketchUp.	Student is unable to demonstrate competency using an architectural computer-rendering program.	Student is able to plan and implement independent project work using an architectural computer-rendering program.	Student is able to demonstrate marked improvement planning and implementing independent project work using an architectural computer-rendering program.
4b. Demonstrate comprehensive skill using mechanical production techniques.	Student is unable to demonstrate skill using either of the following production techniques: preliminary design documentation drawing or the creation of final project 2-D and 3-D prototypes.	Student is able to demonstrate skill using both of the following production techniques: preliminary design documentation drawing and the creation of final project 2-D and 3-D prototypes.	Student is able to demonstrate skill and marked improvement using both of the following production techniques: preliminary design documentation drawing and the creation of final project 2-D and 3-D prototypes.
4c. Demonstrate comprehensive skill with bibliographic research methods.	Student is unable to complete independent design research for their project work by using required library collections, bibliographies, and digital databases.	Student is able to complete independent design research and write their own project text by using required library collections, bibliographies, and digital databases.	Student is able to complete independent design research, write their own project text, and develop a personal theoretical position by using required library collections, bibliographies, and digital databases.