Segment II: ARCHITECTURE

Student ____________________________________________________________ Date ________________

Reviewer __________________________________________________________ Position ________________

Concept and Analysis

Concept: Concepts, spirit, or motivating ideas drawn from within and outside the design disciplines; clearly explored and creatively expressed.

Site and Contexts: Analysis and documentation of environmental factors of site.

- Research and documentation of qualitative, cultural, or historical issues in the context of the site(s).

Analysis: Clear analysis, research and investigation of issues preliminary to, and informing design.

Concept and Analysis: overall evaluation score

Design Development

Translation: Rigorous exploration leading to successful translation of concepts, site and context issues, and analysis into built form.

Program: Ability to organize small building programs of modest complexity and resolve them within a clear architectural framework.

Use: Evidence of design thinking at human scale. Design of appropriate spaces for movement and other activities. Inquisitive exploration of design for human purposes and aspirations.

Form and Space: Ability to develop and communicate three-dimensional space and form.

Materials and Structures: Explorations and demonstration of the qualitative aspects of materials and structural elements and their impact on design solutions.

Design Development: overall evaluation score
**Other Factors**

<table>
<thead>
<tr>
<th>Synergy of Practice and Academic Components</th>
<th>Includes documentation of practice that demonstrates a complementary relationship with academic learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>Clear, evocative written descriptions of projects and the ideas that generate them.</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>Clear, organized visual documentation of projects which allows others to understand design intentions and processes.</td>
</tr>
<tr>
<td>Extracurricular (Self Study) Interests</td>
<td>Investigation(s) and engagement of design-related topics (such as social, political, technical or theoretical concerns) outside the classroom or office.</td>
</tr>
<tr>
<td>Growth</td>
<td>Evidence of growth through Segment II, as found in academic, Practice and Self-Study.</td>
</tr>
</tbody>
</table>

**Other Factors: overall evaluation score**

**Summary Evaluation:**
The portfolio review process is a holistic evaluation, which takes into consideration the three criteria areas. Satisfactory scores of ‘3’ in both Concept and Analysis and Design Development lead to an overall satisfactory document. A weakness in one of those categories may be compensated for by a strength in Other Factors to result in a satisfactory portfolio.

**Award Nomination**

- **4** GOOD TO EXCELLENT PORTFOLIO
  - Admit to Segment 3 upon completion of all academic and practice requirements.

- **3** SATISFACTORY PORTFOLIO
  - Admit to Segment 3 upon completion of all academic and practice requirements.

- **2** UNSATISFACTORY PORTFOLIO
  - Additional Segment II studio(s) and other academic and practice advisement required to advance.

- **1** UNACCEPTABLE PORTFOLIO
  - Academic and practice advisement is required before student may take any additional studios.

**Summary**

---

Reviewer contact email (optional)_________________________ Staff reviewing assessment / date________________