

Excellent	to	Satisfactory	Unsatisfactory	to	Unacceptable
4		3	2		1

Student \_\_\_\_\_ Date \_\_\_\_\_

Reviewer \_\_\_\_\_ Position \_\_\_\_\_

## Schematic Exploration

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

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**Site / Building and Contexts:** Analysis and documentation of existing physical, cultural, and sociological conditions ,

- Research and documentation of qualitative, cultural, or sociological issues.

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**Synthesis:** Joining concept with existing conditions.

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## Schematic Exploration: overall evaluation score

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## Design Development

**Translation:** Translation of schematic exploration into the design of built form and space.

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**Program / Space Plan:** Ability to organize small building programs of modest complexity. Awareness of ceiling plan as it relates to plan.

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**Use / Human Factor:** Evidence of design thinking at human scale. Design of appropriate spaces for movement, activities, and furniture (such as circulation, furniture plans, and sections).

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

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**Colors, Materials, and Finishes:** Explorations of the qualitative aspects of color, materials, and finishes (such as floor plan patterns, material boards, color palettes).

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**Structures and Building Systems:** Exploration and understanding of basic structural elements and mechanical systems and their impact on design.

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## Design Development: overall evaluation score

4	3	2	1
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## Other Factors

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**Conf uence of Practice and Academic Components:** Documentation of practice work that demonstrates a complementary relationship with academic learning.

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**Written Communication** Clear, evocative written descriptions of projects and the ideas that generate them.

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**Visual Communication** Clear, organized visual documentation of projects which allows others to understand design intentions and processes.

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**Extracurricular (Self Study) Interests** Investigation(s) and engagement of design-related topics (such as social, political, technical or theoretical concerns) outside the classroom or office.

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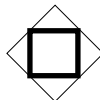
**Growth** Evidence of growth through Segment 2.

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## 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	<input type="checkbox"/>	EXCELLENT (STUDENT RECEIVES A GRADE OF PASS)	Admit to Thesis Seminar upon completion of all academic and practice requirements.
3	<input type="checkbox"/>	GOOD TO SATISFACTORY (STUDENT RECEIVES A GRADE OF PASS)	Admit to Thesis Seminar upon completion of all academic and practice requirements.
2	<input type="checkbox"/>	UNSATISFACTORY (STUDENT RECEIVES A GRADE OF NC FOR NO CREDIT)	Additional Segment 2 studio(s) and other academic and practice advisement required to advance.
1	<input type="checkbox"/>	UNACCEPTABLE (STUDENT RECEIVES A GRADE OF NC FOR NO CREDIT)	Academic and practice advisement is required before student may take any additional studios.

### Summary