School of Architecture **Midpoint Rubric**

Courses	***Program Learning Outcomes***	***Exceeds***	***Meets***	***Doesn't Meet***
LA 219, 249, 319, 429, ARH 150, 210, 255, 315, ***MP****, 350, 410, 450, 498, 510, 529, 550,* ***Final***	*Conceptual Thinking and Process* ***Communicate conceptual thinking verbally and in writing***	- Project design concept is verbalized clearly through the use of precise vocabulary. - Written narrative deepens the understanding of the design intent and the design proposal. - Written text exhibits a logical flow of thought and original insights.	- Project design concept is verbalized coherently. - Written narrative accurately describes the design proposal. - Written text conveys sound reasoning.	- Project design concept is not explicitly verbalized. - Written narrative inaccurately describes the design proposal. - Written text lacks logical organization. - Written text contains numerous typos and grammatical errors.
ARH 150, 210, 255, 315, ***MP****, 350, 410, 450, 498, 510, 550,* ***Final***	*Conceptual Thinking and Process* ***Articulate and extend conceptual thinking through diagrams***	- Diagrams are used to generate new ideas. - Diagrams integrate relevant design criteria in support of a design proposal.	- Diagrams clarify ideas. - Diagrams convey accurate distillations of project design concept, site context, program parameters, or user group research.	- Diagrams miscommunicate ideas. - Diagrams convey irrelevant or inaccurate information.
ARH 110, 150, 210, 255, 315, ***MP****, 350, 410, 450, 498, 510, 550,* ***Final***	*Conceptual Thinking and Process* ***Develop a rigorous material logic for model-making to test ideas***	- Physical study models are used to develop and refine an idea in an iterative process. - Model making technique accentuates intrinsic material properties. - Excellent craftsmanship in physical models expresses specific materiality in support of design intent.	- Physical study models are used to discover ideas for a design project. - Materiality is articulated in the choice of model material (such as thick, thin, heavy, delicate, etc.) and the technique of manipulation (such as additive, subtractive, stacked, etc.).	- Physical study models are not used to generate ideas for a design project. - Model making technique ignores intrinsic material properties. - Poor craftsmanship in physical models hinders communication of ideas.
ARH 150, 255, 315, ***MP****, 350, 410, 430, 450, 498, 510, 550,* ***Final***	*Conceptual Thinking and Process* ***Produce diagrams indicating critical analyses of relevant precedent buildings or the built environment recognizing the significance to the discipline of architecture***	- Precedent analysis exhibits a critique of key ideas. - Precedent analysis diagram distills key ideas. - Research is thoroughly cited.	- Precedent analysis diagram is accurate. - Precedents selected are relevant to the design project. - Research is cited.	- Precedent analysis diagram is incomplete or inaccurate. - Research is not cited.
ARH 315, ***MP****, 350, 410, 450, 498, 550* ***Final***	*Conceptual Thinking and Process* ***Develop a design identity which synthesizes critical thought, architectural intent, and site design strategies by developing decision-making criteria substantiated by research*** *NAAB PC 2 Design: How the program instills in students the role 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.*	- Design proposal achieves a distinct and compelling identity synthesizing several design considerations - Design project is a compelling response to a clearly stated problem. - Design decisions are based on a robust synthesis of research and architectural intent. - Design project contributes new ideas to the discipline. - Design project embraces knowledge and investigative approaches unfamiliar to the student.	- Design proposal is a unique response to the design criteria considered - Design project is a response to a stated problem. - Design decisions reference research and achieve some synthesis with architectural intent. - Design project is normative staying within the limits of a conventional project.	- Design proposal is generic and lacking synthesis of design intent and site/program considerations - Design project is an unsatisfactory response to a problem, or no problem is stated. - Design decisions lack synthesis of research and architectural intent. - Research is not cited.

School of Architecture **Midpoint Rubric**

Courses	***Program Learning Outcomes***	***Exceeds***	***Meets***	***Doesn't Meet***
ARH 150, 210, 255, 315, ***MP****, 350, 410, 450, 498, 510, 550,* ***Final***	*Fundamental Design & Drawing and Making* ***Develop criteria to generate and evaluate an architectural order and formal language*** *NAAB PC 2 Design: How the program instills in students the role 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.*	- Selection criteria used to evaluate architectural language are derived from a synthesis of spatial design intent, site context, and program. - Evaluative criteria are updated with each new design insight or discovery. - Evaluative criteria results in compelling architectural expressions and spatial experiences.	- Architectural form is derived from an abstract idea, site context, or program. - Selection criteria are used to compare different options for architectural language.	- Architectural form is not explained by the design concept. - No selection criteria are used to compare different options for architectural language.
ARH 150, 210, 255, 315, ***MP****, 350, 410, 450, 498, 510, 550,* ***Final***	*Fundamental Design & Drawing and Making* ***Develop architectural proposals sensitive to the site context in scale and use based on research*** *NAAB PC 2 Design: How the program instills in students the role 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.*	- Architectural proposal is well-calibrated to the scale, density, and history of the site context resulting in an improved human experience. - Building massing references the human scale. - Building proposal benefits the existing site context.	- Architectural proposal responds to the scale, density, and history of the site context. - Site context research is clearly documented.	- Architectural proposal ignores the scale, density, and character of the site context. - Building orientation ignores site context.
ARH 110, 150, 210, 255, 315, ***MP****, 350, 410, 450, 498, 550,* ***Final***	*Fundamental Design & Drawing and Making* ***Produce architectural drawings with appropriate drawing conventions to convey spatial qualities and design intent***	- Legibility of architectural drawings is exemplary. - Line weights and line types are correctly used. - Floor plans convey a compelling sequence of spaces in support of design intent. - Sections convey compelling spatial qualities enhanced by thoughtful use of natural light, appropriately scaled and proportioned spaces, and/or well-articulated materiality.	- Legibility of architectural drawings is achieved through the correct use of architectural drawing conventions. - Line weights and line types are correctly used in most instances. - Floor plans convey a sequence of spaces. - Sections convey spatial qualities.	- Legibility of architectural drawings is compromised due to incorrect use of architectural drawing conventions. - Line weights & line types are incorrect. - Floor plans convey an awkward or unintended sequence of spaces. - Sections lack description of spatial qualities. - Floor plans and sections do not clearly locate sources of natural light. - Floor plans, sections, site plan, or models do not correspond to each other.
ARH 239, ***MP****, 350, 450, 498,* ***Final***	*Fundamental Design & Drawing and Making* ***Convey materiality in design projects based on an understanding of construction material properties.*** *NAAB SC 4 Technical Knowledge: How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.*	- Sophisticated materiality is expressed through careful composition and juxtaposition of construction materials chosen for their intrinsic properties. - Different options for assembly of construction materials are compared and the option most consistent with intended materiality is selected.	- An intention for materiality is indicated in the selection of construction materials chosen for their intrinsic properties. - An intention for materiality is indicated in the assembly detail of construction materials.	- Intrinsic properties of common construction materials are not incorporated into design decisions.

School of Architecture **Midpoint Rubric**

Courses	***Program Learning Outcomes***	***Exceeds***	***Meets***	***Doesn't Meet***
*ARH 110, 150, 170, 210, 255, 315, **MP**, 350, 390, 399, 410, 450, 498, 510, 550, **Final***	*Fundamental Design & Drawing and Making* ***Construct drawings and models with a high level of craft and attention to detail***	- Drawings and models exhibit commitment to excellent craftsmanship. - Physical models use model materials and techniques appropriate for scale of representation. - Digital representation of building is well-calibrated in scale and materiality in describing intended spatial experiences.	- Drawings and models exhibit commitment to improving craftsmanship. - Digital representation of building exhibits purposefully detailed building components.	- Drawings and models lack care. - Cut surfaces and glued connections in physical models show misalignments and inaccuracies. - Digital representation of building is generic.
*ARH 150, 210, 255, 315, **MP**, 350, 410, 450, 498, 510, 550, **Final***	*Presentation Skills* ***Clearly explain and defend design decisions in verbal presentations***	- Verbal presentation is choreographed with visual presentation for effective communication. - Verbal presentation highlights important design decisions. - Verbal responses to questions are substantive and thoughtful. - Critique is received and responded to with humility.	- Verbal presentation is supported by visual presentation. - Verbal presentation explains a design logic. - Verbal responses to questions defend the design proposal.	- Verbal presentation is incongruent with visual presentation. - Verbal presentation does not explain a design logic. - Verbal responses to questions do not adequately defend the design proposal.
*ARH 180, 210, 230, 255, 315, **MP**, 350, 390, 410, 450, 498, 510, 550, **Final***	*Presentation Skills* ***Create presentation boards, slides, and/or printed materials which exhibit logical sequencing and a hierarchy of information***	- Sequence of visual information describes the design process in defense of design project. - Hierarchy of visual information emphasizes important design decisions.	- Visual presentation exhibits sequence and hierarchy. - Visual presentation uses an underlying grid to organize information. - Visual presentation uses white space for emphasis and hierarchy.	- Visual presentation lacks organization and hierarchy.
*ARH 210, 315, **MP**, 410, 498, 510, 550, **Final***	*Presentation Skills* ***Curate visually communicated research and analysis to support design decisions*** *NAAB PC 5 Research and Innovation How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.*	- Visual communication follows a consistent strategy - Visually communicated research, analysis, and design investigation validates the design proposal.	- Research and analysis relevant to the design proposal are edited, curated, and visually communicated. - Format, sequence, and hierarchy of visually communicated research and analysis indicate curation of information to support the design proposal.	- Visual communication of research and analysis does not support the design proposal. - Visual communication of research does not exhibit original analysis.

School of Architecture **Midpoint Rubric**

Courses	***Program Learning Outcomes***	***Exceeds***	***Meets***	***Doesn't Meet***
*LA 292, ARH 315, **MP**, 410, 450, 498, 510, 550, **Final***	*Leadership and Community* ***Demonstrate a commitment to community building and social equity through programming and organization of an architectural project.*** *NAAB PC 8 Social Equity & Inclusion: How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.* *NAAB SC 1 Health, Safety, Welfare in the Built Environment: How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities*	- Program and building organization reflect a commitment to address the unmet needs of the users. - User needs are researched with equity and ethics in mind. - Design project demonstrates an architect's responsibility to work in the public interest and to improve the quality of life for all.	- Program and building organization respond to the needs of the users. - The research of user needs considers social equity.	- The needs of the users are not addressed in the design project. - The research of user needs lack consideration for social equity.
*LA 292, ARH 315, **MP**, 410, 450, 498, 550, **Final***	*Leadership and Community* ***Demonstrate sensitivity to diverse lived experiences of user groups in the design of a building.*** *NAAB PC 8 Social Equity & Inclusion: How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.*	- Lived experiences of users and communities are incorporated into the design proposal. - Research is conducted with sensitivity and empathy of user groups whose lived experiences have been historically under-represented. - Design project demonstrates the ability to design for users with lived experiences different than one's own. - Design project promotes finding common ground among user groups with different lived experiences.	- User group research leads to an awareness of diversity of lived experiences. - Design project attempts to accommodate users with lived experiences different than one's own.	- User group research lacks empathy. - Lived experiences of users and communities are not considered. - Design project fails to accommodate users with lived experiences different than one's own.
*ARH 315, **MP**, 350, 410, 420, 440, 450, 498, 510, 550, **Final***	*Leadership and Community* ***Engage a collaborative process in the development of a design with a range of design and engineering disciplines*** *NAAB PC 6 Leadership & Collaboration: How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.*	- Engagement with professional expertise in relevant design or engineering disciplines is collaborative. - Feedback is critically evaluated according to clearly articulated design priorities. - Collaborative problem-solving results in integration of architecture and related discipline	- Professional expertise in relevant design or engineering disciplines is solicited. - Feedback is incorporated into the design project.	- Professional expertise in relevant design or engineering disciplines is solicited or not incorporated into the design project.

School of Architecture **Midpoint Rubric**

Courses	***Program Learning Outcomes***	***Exceeds***	***Meets***	***Doesn't Meet***
*LA 292, ARH 315, **MP**, 410, 450, **498, 510, 550**, Final*	*Integrated Design* ***Conduct a user & programmatic analysis*** *NAAB SC 5 Design Synthesis: Ability to make design decisions within an architectural project while demonstrating broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.*	- User group research is in-depth and involves multiple modes of research. - Inventive program relationships are discovered through user group research and program analysis. - Program research includes critiques of program precedents. - Insights revealed by research result in equitable ways to meet user needs	- User group research is documented. - Program analysis is documented. - Program organization is supported by user group research and program analysis.	- Program analysis is generic and not specific to the intended users of the design proposal - Program organization is not supported by user group research and program analysis.
*ARH 315, **MP**, 320, 330, 350, **410, 420**, 550, **450**, Final*	*Integrated Design* ***Integrate structural systems in the design of a building*** *NAAB SC 6 Building Integration: How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.*	- Structural elements contribute to the architectural identity of the building. - Structural elements are dominant space-defining elements. - Structural load path pattern contributes to a rich tectonic for the building.	- Structural spans are coordinated with architectural space needs. - Structural load path pattern is consistent with the architectural section. - Structural systems are accurately shown in drawings and models.	- Structural systems conflict with architectural spaces. - Structural systems are inaccurately shown in drawings and models.
*ARH 315, **MP**, 350, 410, 441, 550, **450**, Final*	*Integrated Design* ***Accommodate accessibility and life safety (egress) requirements for buildings and sites*** *NAAB SC 1 Health, Safety, Welfare in the Built Environment* *NAAB SC 3 Regulatory Context* *NAAB SC 5 Design Synthesis* *NAAB SC 6 Building Integration:*	- Egress diagrams clearly indicate the continuity of exit paths from all areas of the building to the ground level that includes at least two exit stairs that are separated by an adequate distance - Accessibility diagrams clearly indicate equitable means of circulation regardless of differences in ability	- Egress stairs are shown on floor plans to offer two means of exit from every occupied floor - Accessibility is provided through elevators and/or ramps	- Egress stairs do not offer two means of exit from every occupied floor - Elevators and/or ramps are not included in the building