

---

# Evaluation Tools

## Design and Merchandising

### RUBRIC

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

# Evaluation Tools

## Sample Rubric

\_\_\_\_\_  
School

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
CTE Program - Level III

\_\_\_\_\_  
Course Name

### LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests,work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>

**Definition of Rubric:**

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

# Evaluation Tools

## Design and Merchandising

### The Five Learning & Employability Profile Traits

1. Commitment to Quality - *Gives best effort, evaluates work, and completes work to quality standards.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Minimal effort. Attempt to evaluate work and utilize feedback is not evident. Does not regularly complete work.	Rarely gives best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently.	Inconsistently gives best effort. Sometimes evaluates work and utilizes feedback. Completes work; does not consistently meet quality standards.	Usually gives best effort. Usually evaluates work and utilizes feedback. Completes work; usually meets quality standards.	Consistently gives best effort. Constantly evaluates work and fully utilizes feedback to improve product quality. Consistently completes work according to the highest quality standards.

2. Work Habits - *Displays initiative, flexibility, and time management.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Reluctant to begin tasks. Poor use of time. Rarely adjusts well to new situations.	Reluctant to begin tasks without significant teacher intervention. Needs frequent reminders to use available time. Has difficulty adjusting to new situations.	Inconsistently begins and completes tasks. Needs occasional prompting. Sometimes uses time effectively. Adjusts to new situations in an inconsistent manner.	Usually begins and remains on task without prompting until the work is completed. Generally uses time effectively. Usually adjusts well to new situations.	Consistently begins and remains on task until the work is completed. Maximizes time available. Consistently responds to changing situations in a successful manner.

3. Communication - *Reads with comprehension, writes with skill, and communicates effectively and responsibly in a variety of ways and settings.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Understands and interprets information incorrectly. Presents information in a vague and unorganized manner. Refuses to access or use appropriate resources.	Seldom understands and interprets information accurately. Presents information in an unorganized manner. Accesses minimal resources.	Inconsistently receives, understands and interprets information accurately. Demonstrates a limited ability to present information in an organized manner. Inconsistently accesses appropriate resources.	Usually, receives, understands, and interprets information accurately. Presents information in a clear and organized manner using appropriate methods and resources.	Consistently receives, understands, and interprets information accurately. Consistently presents information in a clear, organized and engaging manner using a variety of methods and resources.

4. Interpersonal Effectiveness - *Works effectively with others and contributes productively as a member of a work team.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Uncooperative and disrespectful in working with others. Disruptive to group efforts.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Utilizes a limited number of positive group behaviors. Generally respectful of others. Contributes to group efforts in an inconsistent manner.	Consistently works well with others and is respectful. Contributes significantly to group efforts.	Consistently works well with others and is respectful. Contributes significantly to group efforts. Facilitates positive groups dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts.

5. Attendance and Punctuality - *Contributes to the learning environment in a consistent and responsible manner.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Uncooperative and disrespectful in working with others. Disruptive to group efforts.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Utilizes a limited number of positive group behaviors. Generally respectful of others. Contributes to group efforts in an inconsistent manner.	Consistently works well with others and is respectful. Contributes significantly to group efforts.	Consistently works well with others and is respectful. Contributes significantly to group efforts. Facilitates positive groups dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts.
Excessive absences make it difficult to contribute in class and are a serious obstacle to successful classroom performance. Student refuses to accept responsibility of making-up missed work.	Absences limit opportunities to contribute in class and consistently impact classroom performance. Student makes-up missed work only after frequent reminders.	Absences impact opportunity to contribute in class and noticeably impact classroom performance. Student needs occasional reminders before missed work is made up.	Absences rarely impact opportunity to contribute in class and rarely affect overall classroom performance. Student is usually responsible in seeking out and making-up missed work.	Absences do not limit opportunity to contribute in class and do not affect classroom performance. Student is consistently responsible in seeking out and making-up missed work.
PUNCTUALITY - (3+ Tardies per Quarter) Pattern of tardiness indicates lack of self-discipline related to punctuality.		PUNCTUALITY - (2 Tardies per Quarter) Instances of tardiness indicate punctuality may become a concern.		PUNCTUALITY - (0-1 Tardies per Quarter) Exemplary self-discipline related to punctuality.

# Evaluation Tools

## Design and Merchandising

### Technology Education: Career Report Rubric

Student Name \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Quality of Information</b>	Information gathered provides answers to the main questions along with several supporting details and/or examples for each.	Information gathered provides answers to main questions along with 1-2 supporting details and/or examples.	Information gathered provides answers to main questions, but no details and/or examples are given.	Information gathered has little or nothing to do with the questions posed.
<b>Amount of Information</b>	All topics are addressed, and all questions answered, with at least 3 sentences about each.	All topics are addressed and most questions answered, with at least 3 sentences about each.	All topics are addressed, and most questions answered with 1-2 sentences about each.	All topics not addressed OR most questions answered with words or phrases instead of sentences.
<b>Organization</b>	Information is very well organized with headings that relate clearly to the material.	Information is organized with headings, but some material under the headings may be out of place.	Information is generally organized, but no headings are used.	There appears to be little organization of the material.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Sources</b>	Sources for information and graphics are documented in the designated format.	Most sources for information and graphics are documented in the designated format.	Sources for information and graphics are documented, but most are not in the correct format.	Some sources for information and graphics are not documented.

Source for lesson and rubric: [http://www.geocities.com/tech\\_ed\\_2000/units/wadd/career.htm](http://www.geocities.com/tech_ed_2000/units/wadd/career.htm)

---

#### Career Preparation

Evaluation Tools

Design and Merchandising 2006

# Evaluation Tools

## Design and Merchandising

### SCORING RUBRIC FOR DRAWING

#### Elements/Principles/Expressive

Correct use of elements (line, shape/form, value, space, color, texture), principles (balance, harmony, variety, emphasis, rhythm/movement/repetition, gradation, proportion and unity) and expressive elements where applicable (emotions, concepts, metaphors, etc.)

Criteria used:

- Expressiveness of theme
- Uses good composition (uses good design principles)
- Demonstrates understanding of elements and principles of design
- Work reveals what student feels and/or ideas
- Proportions are correct
- Modeling done through value changes
- Contrast of dark and light
- Large and small shapes used
- Use of contour line
- Center of interest shown through contrast, value changes, movement
- Variety of textures
- Equal distribution of positive/negative space
- Illusion of space created
- Emphasis achieved by contrast (isolation, dominance, etc.)
- Repeated pattern evident in the texture
- Space accurately portrayed
- Skillful use of media
- Care taken with project
- Work area cleaned daily
- Media used with correct technique
- Harmony of technique

A- Drawing clearly exhibits superior understanding and application of elements, principles and expressive	B – Drawing exhibits a good ability to utilize elements, principles and expressive elements required to solve problem. Drawing submitted on time	C- Drawing exhibits several errors in regard to understanding the application and understanding of elements, principles or expressive elements required to solve problem. Drawing submitted on time.	D- Drawing exhibits a large number of errors in application and understanding of elements, principles or expressive elements required to solve problem. Drawing submitted on time.	F- Drawing exhibits no regard to application and understanding of elements or principles or expressive elements required to solve problems and/or work not submitted on time.
---	--	--	--	---

Source: <http://gorams.wssu.edu/faculty/aldrichm/Courses/Art%201311/SCORING%20RUBRIC%20FOR%20DRAWING%20AND%20DRAWING%20II.doc>.

#### Career Preparation

Evaluation Tools

Design and Merchandising 2006

# Evaluation Tools

## Design and Merchandising

### Social Science Rubric: The Impact of Current Events on Consumer Prices

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Exceeds standard (total points 11 - 12)

Meets standard (total points 8 - 10)

Approaches standard (total points 5 - 7)

Begins standard or absent (total points 1 - 4)

Score	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	Key concepts/themes/ issues/ ideas are thoroughly identified, defined and described. Significant facts/ supporting details are included and accurately described. Has little or no factual inaccuracies.	Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions.
3	Key concepts/themes/ issues/ ideas are identified, defined and described. Facts/ supporting details are included. May have a major factual inaccuracy, but most information is correct.	Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has mistakes in attention to the details of specific performance conventions.
2	Some key concepts/ themes/ issues/ideas are identified, defined and described. Some facts/supporting details are included. Has some correct and some incorrect information.	Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence.	Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus and thesis. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions.
1	Few or no key concepts/ themes/issues/ideas are identified, defined and described. Few or no facts/ supporting details are included. Information is largely inaccurate, absent or irrelevant.	Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear.	Expression of almost all ideas in the presentation is unclear. The presentation demonstrates little focus and lacks a thesis. Presentation demonstrates little or no evidence of organization. Presentation has multiple mistakes in attention to the details of specific performance conventions.

# Evaluation Tools

## Design and Merchandising

### STUDENTS USING TECHNOLOGY

Key Questions	Below Standard	Standard	Above Standard
Does the student demonstrate an ability to operate technology appropriate to his or her academic level?	<ul style="list-style-type: none"> <li>• Does basic operations with help</li> <li>• Unable to troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Performs routine tasks independently with a minimum of assistance</li> <li>• Can troubleshoot common operational difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Performs complex tasks independently</li> <li>• Can troubleshoot some advanced operational difficulties</li> </ul>
Does the student use technology tools safely, responsibly, and ethically?	<ul style="list-style-type: none"> <li>• Seldom works cooperatively and collaboratively with technology</li> <li>• Demonstrates little or no evidence of ethical use of technology</li> <li>• Demonstrates little or no evidence or concern for personal or physical safety</li> </ul>	<ul style="list-style-type: none"> <li>• Usually works cooperatively and collaboratively with technology</li> <li>• Demonstrates ethical use of technology</li> <li>• Uses technology with appropriate concern for personal and physical safety</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a leadership role in collaborative work with technology</li> <li>• Models a high level of respect for personal and physical safety</li> <li>• Models technology with appropriate concern for personal and physical safety</li> </ul>
Does the student use technology as a problem-solving and decision-making tool?	<ul style="list-style-type: none"> <li>• Demonstrates little or no evidence of formulating problems or choosing appropriate strategies for using technology</li> <li>• Uses few or inefficient technology resources to gather information</li> <li>• Seldom evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates problems and chooses appropriate strategy with some guidance using technology</li> <li>• Uses a variety of technology resources to gather information</li> <li>• Usually evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates problems and chooses appropriate strategy using technology</li> <li>• Consistently uses the most appropriate technology resources to gather information</li> <li>• Almost always researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources</li> </ul>
Does the student use technology to produce school assignments and projects?	<ul style="list-style-type: none"> <li>• Needs much assistance to produce a product using technology</li> <li>• Tends to use a minimum of resources repeatedly</li> <li>• Communicates and/or illustrates ideas with difficulty using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Uses technology to design, develop, publish and present a product with a minimum of assistance</li> <li>• Routinely uses a variety of resources</li> <li>• Communicates and/or illustrates ideas with technology</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and develops advanced products with little or no assistance</li> <li>• Consistently seeks new resources to support work projects</li> <li>• Fluently communicates and/or illustrates ideas with technology</li> </ul>

Source: <http://jls.palo-alto.ca.us/eslr/eslrTechnology.pdf>

# Evaluation Tools

## Design and Merchandising

### WORD ART ASSIGNMENT RUBRIC

	<b>Apprentice</b>	<b>Basic</b>	<b>Learned</b>	<b>Exemplary</b>
<b>Expression of Idea</b>	Idea is unclear.	Word is clear, relationship to graphic unclear.	Graphic(s) and word fit together.	Idea is clear.
<b>Word and Graphic Combined</b>	Words and graphics are separate elements.	Words and graphics share common background.	Words made of graphic elements.	Words and graphics flow seamlessly
<b>Color and Background</b>	B & W, no background.	Some color used.	Good colors and background.	Colors and background contribute to mood.
<b>5 Different Software Application Features are Applied.</b>	No features are used.	1 or 2 features are used.	3 or 4 features are used.	5 features are used.
<b>Principles of Design.</b>	No effort made to apply principles.	Some of BUCRP applied.	One of BUCRP not applied.	Application of Principles enhances work.

Source: <http://www.nald.ca/CLR/Btg/ed/evaluation/multimedia.htm>

# Evaluation Tools

## Sample Rubric

### Design and Merchandising

#### Fashion Design and Merchandising - Option A

CIP No. 52.1900

### Collaboration Rubric

Name \_\_\_\_\_

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contribute					
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information—some relates to the topic.	Collects some basic information—most relates to the topic.	Collects a great deal of information—all relates to the topic.	
Share Information	Does not relay any information to teammates.	Relays very little information—some relates to the topic.	Relays some basic information—most relates to the topic.	Relays a great deal of information—all relates to the topic.	
Be Punctual	Does not hand in any assignments.	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.	
Take Responsibility					
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Participate in Science Conference	Does not speak during the science conference.	Either gives too little information or information which is irrelevant to topic.	Offers some information—most is relevant.	Offers a fair amount of important information—all is relevant.	
Share Equally	Always relies on others to do the work.	Rarely does the assigned work—often needs reminding.	Usually does the assigned work—rarely needs reminding.	Always does the assigned work without having to be reminded.	
Value Others' Viewpoints				Listens and speaks a fair amount.	
Listen to Other Teammates	Is always talking—never allows anyone else to speak.	Usually doing most of the talking—rarely allows others to speak.	Listens, but sometimes talks too much.	Never argues with teammates.	
Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Always helps team to reach a fair decision.	
Make Fair Decisions	Usually wants to have things their way.	Often sides with friends instead of considering all views.	Usually considers all views.		
				Total	

<http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>

#### Career Preparation

Evaluation Tools

Design and Merchandising 2006

# Evaluation Tools

## Sample Rubric

### Design and Merchandising

Fashion Design and Merchandising - Option A

CIP No. 52.1900

### Quality Inspection - Sleep Sack

Name \_\_\_\_\_

- 3** = met all expectations
- 2** = met most expectations
- 1** = met few expectations
- 0** = did not attempt

Fold in half and straight pin this completed quality inspection to the item.

Rolled Hem Serging				
The serging is straight	3	2	1	0
The rolled hem was serged at 3/8"	3	2	1	0
The blanket corners form 90 degree angles	3	2	1	0
The rolled hem is attached all the way around the blanket	3	2	1	0
The serge chains were fray checked	3	2	1	0
The serge chains were cut close to blanket edge without cutting the blanket	3	2	1	0
Embroidery				
The design was copied accurately	3	2	1	0
The design placement is centered on a blanket corner	3	2	1	0
The thread color enhances the blanket	3	2	1	0
The design stitches were embroidered evenly	3	2	1	0
The threads were clipped where appropriate	3	2	1	0
The stabilizer was placed under the design	3	2	1	0
The stabilizer was torn off around the design	3	2	1	0
Other				
The fabric is well pressed and ribbing is steamed	3	2	1	0
The item is free of loose and unwanted threads	3	2	1	0
TOTAL _____/45				

<http://www.successlink.org/great3/g2159.html>

# Evaluation Tools

## Sample Rubrics

### Design and Merchandising

#### Fashion Design and Merchandising - Option A

CIP No. 52.1900

#### Sell it Ad

CATEGORY	4	3	2	1
<b>Required Elements</b>	The ad includes all required elements (company name, address, phone number and description) as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Attractiveness</b>	The ad is exceptionally attractive in terms of design, layout, and neatness.	The ad is attractive in terms of design, layout and neatness.	The ad is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Creativity/Originality</b>	The graphics used on the ad reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.

Date Created: **October 14, 2003**

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=130554](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=130554)

# Evaluation Tools

## Sample Rubric

### Design and Merchandising

#### Interior Design and Merchandising - Option B

CIP No. 52.1900

### Interior Design: Designing with an inspiration

Assignment Guide	6	5	4	3	2	1	Comments
<b>Inspiration/Worksheet</b> (photograph/picture on time & approved, worksheet on time & psychology approved)							
<b>Samples: General</b> (5 samples of fabric/paint/etc. all accurately reflect inspiration)							
<b>Samples: Furniture</b> (5 samples of furniture all accurately reflect inspiration) <b>Presentation Board</b> (Professional Layout, inspiration mounted, title block, informal balance)							
<b>Reflection of Inspiration/Art Gallery</b> (worksheet completed & mounted on center back of board, participation in art gallery)							
<b>Total Points/50 points</b>							

#### Scoring Guide

- 6 Excellent Work evidences creative thinking process: research, divergent thinking, and experimentation, decision-making, application. Work is sophisticated, sensitive, confident, developed, refined. Positive and negative spaces have been considered. Unique. Composition/design is purposeful. Presentation is polished. Visually engaging. Verve.
- 5 Strong This work is very appealing, shows thinking, processing, problem solving. Technical abilities are developed, content is relevant. Composition/design is considered and well managed. Similar to a 6 but may not be as sophisticated.
- 4 Good Work shows some degree of success, purpose, and idea development. Technical competence is emerging. Work evidences time on task and learning experience. Some exploration of design elements and principles.
- 3 Moderate Assignment has been addressed. There is a sense of effort. Problems/ideas are underdeveloped. Technical skills may still be awkward. The piece may feel unfinished. Some personal ideas may have been initiated but not pursued.
- 2 Weak Little thought evidenced, possibly incomplete, technique underdeveloped, lack of exploration. Work reveals minimal student engagement.
- 1 Poor Without awareness, misses concepts, least possible effort.

# Evaluation Tools

## Sample Rubric

### Design and Merchandising

#### Interior Design and Merchandising - Option B

CIP No. 52.1900

### Grading Rubric for Color

Activity	Points Possible	Points Scored	Comments
Completion of Color wheel	12		
Completion of matching of color terms	18		
Development of 3 color schemes or portfolio of 10 pictures	30		
Completion of color collage for a room situation.	40		
Total	100		

**Note:** Teacher may use own grading scale

# Evaluation Tools

## Sample Rubric

### Design and Merchandising

Interior Design and Merchandising - Option B

CIP No. 52.1900

### Grading Rubric for Room Arrangement

Activity	Points Possible	Points Scored	Comments
Completion of Floor Plan evaluation	20		
Completion of first scale drawing	30		
Accurate Scale drawing of personal room and furnishings	30		
Written report and presentation of the scale drawn room and furniture arrangement	20		
Total	100		