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| Criteria | Exemplary | Good | Needs Improvement |
| Scale Models(65%) | includes at least one sensory immersive feature (beyond visuals) that is well thought out, original, and creative. | includes a sensory immersive feature (beyond visuals) | lacks a sensory immersive feature beyond visuals |
| aesthetic elements (form, scale, color, etc.) relate to the big idea of physicality and demonstrate deliberate artistic decision making | Aesthetic elements have been considered, but they are not clearly related to the big idea of physicality. | Aesthetic elements have been poorly handled, or neglected. |
| execution is very neat and complete  | Execution is relatively neat and complete | Execution is sloppy and/or incomplete |
| includes a miniature figure to illustrate scale relative to the body | includes a miniature figure to illustrate scale relative to the body | Lacks miniature figure |
| Write Up(20%) | Proposed site/location is provided with a clear, thorough explanation | Proposed site/location is provided. Explanation could be more clear/thorough | Proposed site/location are not provided. |
| Proposed dimensions are provided with a clear, thorough explanation | Proposed dimensions are provided. Explanation could be more clear/thorough. | Proposed dimensions are not provided. |
| Proposed materials are provided with a clear, thorough explanation. There is some evidence of research into construction methods. | Proposed materials are provided. Explanation could be more clear/thorough. | Proposed materials are not provided. |
| Includes a paragraph that clearly and thoroughly relates the piece to the big idea of physicality. Any aspects of the sensory immersive feature not clear from the model are thoroughly explained. | Includes a paragraph that relates the proposal to the big idea of physicality. It could be more in-depth. | Lacks paragraph relating proposal to the big idea of physicality. |
| Use of Class Time(15%) | Student made regular, thoughtful discussions to conversations and critiques. | Student made contributions to discussions and critiques | Student did not contribute to discussions and critiques |
| Student came to class highly prepared to work and worked through the period. Most talking during class related to the project. | Student was generally prepared to work and worked through the period. Talking with friends during work time was reasonable. | Student was often not prepared to work, frittered class time, and/or distracted classmates |
| Project presentation was engaging, through, and demonstrated advanced preparation  | Project presentation was adequate, could have been more engaging and prepared for. | Presentation did not provide relevant information, or did not happen |