Assessment Criteria and Marking sheet

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| **Task** | Marks allocated | | | | |
| Brainstorming **mind map** exercise; is it concise and easy to interpret? Is it well critiqued and annotated?  Is the mind map limited to just text, Did the student use *padlet*? | **1** | **2** | **3** | **4** | **5** |
| **Past design** critiquing.  Has the student thoroughly evaluated past designs using both pros and cons? Are the past designs limited to one furniture type? | **1** | **2** | **3** | **4** | **5** |
| **Ideation Phase;** are the students concept sketches to a high level? Are these annotated with the pros and cons of each design? | **1** | **2** | **3** | **4** | **5** |
| **Research;** Has the student incorporated *current* research into his presentation? Is the research from a variety of sources?  e.g. web, book, text or journal | **1** | **2** | **3** | **4** | **5** |
| **Presentation;** has the student used the *Prezi* website to create their presentation? Has the student involved himself in the presentation and engaged students? Does the presentation adequately describe their intent? (5 marks)  Does the speaker make eye contact, use facial expression, speak with a clear understandable voice and engage themselves with the presentation? (5 marks) | **1** | **2** | **3** | **4** | **5** |
| **1** | **2** | **3** | **4** | **5** |
| **Tasks 1,2 & 3;** Did each student complete and submit the tasks *before* attempting the assessment?  Are the Tasks completed to a satisfactory, good or excellent standard? | **1** | **2** | **3** | **4** | **5** |