



Assessment form Pre-Master and Minor U&L

Studio 2

Study year :2023-2024 sem 2

Date:

Student's name:

Final assessment:

insufficient

sufficient

good

excellent

No assessment, because:

Teacher's name

Teacher's signature:

Analytical skills: the ability to make the assessment one's own, to do research into background and relevance; the ability to do research into the quantitative and qualitative components of the assignment and the location

Problem recognition

insufficient

doubtful

sufficient

good

excellent

Social research

insufficient

doubtful

sufficient

good

excellent

**Productivity and
commitment**

insufficient

doubtful

sufficient

good

excellent

Notes:

Synthetic skills: the ability to transform the assignment into a design problem; the ability to design on varying levels of scale and abstraction; the capacity for achieving coherent spatial proposals

Problem formulation

insufficient

doubtful

sufficient

good

excellent

Conceptualization

insufficient

doubtful

sufficient

good

excellent

Functional design

insufficient

doubtful

sufficient

good

excellent

**Constructive and
material design**

insufficient

doubtful

sufficient

good

excellent

Formal design

insufficient

doubtful

sufficient

good

excellent

Notes:



Process flow: the nature, depth and quality of work during the project; the methodical sequence of research and design steps

Method	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>
Development	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>
Consistency	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>

Notes:

Communication: the quality of the graphical work, the models, the quality of verbal and possibly written explanations

2-Dimensional / 3-Dimensional	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>
Verbal	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>

Notes:

Attitude: the student's attitude; receptivity to counselling / dealing with criticism and capacity to adjust their work; social skills.

Individually	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>
In the group	<input type="checkbox"/> <i>insufficient</i>	<input type="checkbox"/> <i>doubtful</i>	<input type="checkbox"/> <i>sufficient</i>	<input type="checkbox"/> <i>good</i>	<input type="checkbox"/> <i>excellent</i>

Notes:

Comments & recommendations