ASSESSMENT RUBRIC FOR FINAL GUITAR DESIGN

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|  | Unsatisfactory | Emerging (Satisfactory/Good) | Proficient (Excellent) | Exceptional (Exemplary) |
| **Create drawings of guitar in a 3d environment (Draf.27). Guitar should be a custom designed body with pockets from the telecaster or Stratocaster model (module 2 and 3).**  | Unable to successfully create 3d model of guitar. | Student completed 3d custom model of guitar with proper body pockets. Emerging skills displayed in drawing smooth curves and extrusions that represent a guitar.  | Students successfully completed 3d model of guitar with proper pockets. Guitars body (curves and extrusions) are smooth and of a high quality.  | Student successfully created a 3d model of guitar with proper pockets. They have maintained a high standard of quality in all stages of design.  |
| **Maintain a high standard of quality in models produces (Aesthetical, accuracy of measurements). (Draf.27)** | Measurements are not accurate enough for model to be built (more then 5 mm out) | Measurements are close enough for model to be built with some modification during building (3mm out) | Most measurements are all accurate within 1mm. | Measurements are accurate within .5mm. Model will fit together perfectly.  |
| **Display understanding of different tools used in computer drafting (curves, surfaces, solids, extrusions, Booleans, filleting, 3d design workflow tools). (Draf.28)** | Student does not show understanding of tools involved in 3d design, would likely not be able to create simple design on their own.  | Student shows an emerging understanding of tools involved in 3d design, would be able to create simple designs with assistance.  | Student is proficient at completing models with minimal assistance and could likely use skills to create simple models.  | Student has displayed an in depth understanding of the tools involved in 3d design and would be able to apply them to other designs.  |
| **Display proficiency in interpreting and reproducing blueprints. (Draf.27)** | Student is unable to successfully interpret blueprint, does not understand top, side, front, and perspectives views of blueprints.  | Use of blueprint is evident in model but not accurate within 3mm or less. Shows growing understanding of top, side, front, and perspectives views of blueprints.  | Student shows an accurate representation of blueprints, accurate to 1mm. Shows an understanding of top, side, front, and perspectives views of blueprints.  | Student shows a highly accurate representation of pockets from blueprints provided, accurate to .5mm. Displayed a deep understanding of top, side, front, and perspectives views of blueprints.  |
| **Reflective learning and growth. Student can obtain and apply teacher feedback to help create high standards of quality in design. (Draf.27)** | Student is not able to apply modifications to model once created. Model is not accurate enough to be built | Student is only able to apply modifications to model with direct assistance. Model is accurate enough to be built. | Student actively seeks out assistance when needed, and is able to apply most of corrections needed to result in a high quality model.  | Student works with teacher, asks clarification questions, reviews and corrects mistakes made in creation of model, resulting in a near perfect model. |