New Course/Program Proposal Checklist

Proposed New Course: Interior Design I

Requirements:

- ☐ Use of digital tools and online resources
  - Presentation software such as Microsoft PowerPoint or the web-based software Prezi will be used to create and make presentations.
  - A digital portfolio will be created using software such as Microsoft Word, PowerPoint, and Publisher.
  - Research will be conducted on careers in the Visual Arts Pathways and education and training requirements will be completed using on-line resources and websites.
  - Complete a design project (FCCLA Interior Design STAR Event) using Chief Architect software.

- ☐ Identified state standards and state tested indicators for the class. (see chart below)
- ☐ Identified reading standards that will be addressed in the class. (see chart below)
- ☐ Identified standard/state tested indicators of other curricular areas that are integrated with course (See chart below.)

Curricular Standards (From KSDE Competency Form)	Reading Standards (Common Core)	Standards Integrated from other Curricular Areas (Common Core Math and Writing)
Interpret information, data and observations to apply information learned from reading to actual practice.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Make sense of problems and persevere in solving them.
Communicate effectively with others to foster positive relationships.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reason abstractly and quantitatively.
Reference the sources of information.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Construct viable arguments and critique the reasoning of others.
Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).		Model with mathematics.
Deliver an oral presentation to provide information for specific purposes and audiences.		Use appropriate tools strategically.
Analyze elements of a problem to determine solutions (including how to think creatively).		Attend to precision.
Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.		Look for and make use of structure.
Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).		Look for and express regularity in repeated reasoning.
Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).		Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.		Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

Model behaviors of a good employee (i.e. reliability, dependability, professionalism).		Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
Create a record of work experiences, certifications and products.		Use meta-cognitive strategies to monitor literacy learning progress.
Explain the roles and functions of individuals engaged in interior design, textile and apparel careers.		Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
Analyze opportunities for employment and entrepreneurial endeavors.		Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
Summarize education, training and credentialing requirements and opportunities for career paths in interior design, textiles, set and exhibit design, costuming, etc.		Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in interiors, textiles and apparel.		
Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.		
Apply basic and complex color schemes and color theory to develop and enhance visual effects.		
Generate design that takes into consideration environmental, technical and economic trends and issues.		
Demonstrate professional skills in using a variety of equipment, tools and mediums for interiors, textiles and apparel.		
Evaluate the use of elements and principles of design in interior, textile and apparel applications.		
Evaluate the psychological impact that the principles and elements of design have on the individual		
Analyze the effects that the principles and elements of design have on aesthetics and function.		
Demonstrate measuring, estimating, ordering, purchasing, pricing and repurposing skills.		
Explain societal and technological trends on periods of architecture, interior design and textiles through the ages.		
Identify use of studio tools.		
Create sketches, elevations and renderings.		
Utilize a variety of presentation media such as digital imaging, video, computer and software.		

☐ Describe a unit/sample lesson plan that will be used within the course. Does the unit include online and traditional resources; any project based learning activities; and/or methods for differentiation to meet the learning needs of students? List specific textbook requests (including ISBN) and any additional digital/curriculum resources.

See FCCLA Interior Design STAR Event Description. This project could be used as a final project because it integrates a majority of the course competencies.

No textbooks or additional materials will be needed to add this course.

☐ Estimated budget requirements/documents, including necessary/additional staff.

No additional staff is needed at this time.

☐ Research and any relevant/current external review of such a program/course.

☐ Needs assessment results—may include any combination of data as you feel is appropriate—student, parent, faculty, community feedback—be specific.

This course is required or approval from KSDE for the Visual Arts/Interior and Textile Design Strand (4-Dimensional Design) Pathway. If the pathway is approved, this course as well as the Digital Photography class would become "weighted", thus receiving additional funding.

Formal approval has not yet been given from the FCS Advisory Committee because the first meeting of the year has not yet been held, however, approval has been given informally through discussion with Advisory Committee members.

☐ Student evaluation processes—may include sample rubrics/assessments.

See rubric within FCCLA Interior Design STAR Event guidelines.

☐ Approval/recommendation from your building principal(s); approval of the Assistant Superintendent for Business; approval of the Executive Director of Learning Services.

☐ Recommendations/considerations made by building counselors

Campus High Counselors have been requesting additional course offerings for students, especially at the freshman and sophomore level. This course is designed for freshman and sophomore level students.

☐ Minutes from department/grade level meetings which reflect consensus about goals/objectives.

Minutes will be provided immediately after the first formal Advisory Committee meeting.

☐ Recommendation for course to be used as a core or elective class, grade level(s), and length of course

This would be an elective class for freshmen and sophomores. It will be one semester in length.

☐ Pilot programs: Measures for evaluating the effectiveness of the program have been identified and a timeline for implementation is in place. (Pilot programs will be required to return to DLT for a follow-up presentation on effectiveness.)

Individuals will present their proposal to the DLT at the November meeting. The DLT will make recommendations after the presentation. A copy of the DLT recommendations will be sent to the presenter(s), as well as the Superintendent.

ARTS, A/V AND COMMUNICATION CAREER CLUSTER DESIGN

Visual Arts Pathway – CIP Code 50.0499

Approved Pathway:

1) Includes minimum of three secondary-level credits.
2) Includes a work-based element.
3) Consists of a sequence: Introductory-level, Technical-level, and Application-level courses.
4) Supporting documentation include Articulation Agreement(s) and a Program of Study.
5) Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

Concentrator Requirement
For a student to be a concentrator, at least 2 of 3 required secondary level credits taken must be a combination of technical and application levels.

INTRODUCTORY LEVEL

Career & Life Planning	22207	.5 credit
Intro to Drawing	30005	.5 credit
Computer Applications	10004	1 credit
Intro to Fam & Cons. Sciences	45001	1 credit

TECHNICAL LEVEL

Principles of Illustration	30101	.5 credit
Photo Imaging	30105	.5 credit

Interior & Textile Design Strand (4 Dimensional Design)

*Essentials of Interior & Textile Design	30110	.5 credit
Trends in Interior and Textile Design	30111	1 credit
Interior and Textile Merchandising	30112	.5 credit

Graphic Design Strand (2 Dimensional Design)

*Graphic Design Fundamentals	30102	.5 credit
Computer Graphics	10202	1 credit
Graphic Design	05162/11154	1 credit

APPLICATION LEVEL

Interior & Textile Design Strand

Interior & Textile Design Studio	30160	1 credit
Residential Interior Design	22212	.5 credit
Comm. & Industrial Interior Design	38212	.5 credit
Career & Community Connections	22250	1 credit

Graphic Design Strand

Project Mgmt. & Resource Scheduling	21205	1 credit
Media Technology-Workplace Experience	10248	1 credit

*Required for pathway approval per strand.

ALL ONE CREDIT COURSES MAY BE TAUGHT AS TWO .5 CREDIT COURSES.

KSDE
Arts, AV Technology and Communication Career Cluster
Pathway (CIP CODE: 50.0499): Visual Arts
Course KCCMS #: 30110

Essentials of Interior and Textile Design

Competency Profile Sheet

Essentials of Interior and Textile Design introduces students to and expands upon the various aspects of industry, conveying the commercial application of principles and elements of design, production processes, and maintenance techniques to meet the design needs of humans. This course will also provide a discussion and exploration of career opportunities in interior, textiles and set/exhibit design.

Learner Name: _____ ID_____
Instructor: _____ School Year: 20__ to 20___

Enrollment Date: ___/___/___ **Completion Date:** ___/___/___ **Credit Earned:** _____

I certify that the student received the training in the competencies listed below.
Student Signature: _____ **Date:** ___/___/__
Instructor Signature: _____ **Date:** ___/___/___

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:
3 Skilled/Works independently
2 Limited skills/requires assistance
1 Underdeveloped skill
0 No exposure/No instruction or training

Essential Knowledge and Skills

Benchmark: 0.1 ***Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.***		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2 ***Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.***		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 ***Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.***		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 ***Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.***		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 ***Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.***		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 ***Know and understand the importance of professional ethics and legal responsibilities.***		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 ***Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.***		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (*11.0; 16.0)*

Benchmark: 1. 1 Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)		3	2	1	0
1.1.1	Explain the roles and functions of individuals engaged in interior design, textile and apparel careers.				
1.1.2	Analyze opportunities for employment and entrepreneurial endeavors.				
1.1.3	Summarize education, training and credentialing requirements and opportunities for career paths in interior design, textiles, set and exhibit design, costuming, etc.				
1.1.4	Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in interiors, textiles and apparel.				

Benchmark: 1.2 Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)		3	2	1	0
1.2.1	Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.				
1.2.2	Apply basic and complex color schemes and color theory to develop and enhance visual effects.				
1.2.3	Generate design that takes into consideration environmental, technical and economic trends and issues.				
1.2.4	Demonstrate professional skills in using a variety of equipment, tools and mediums for interiors, textiles and apparel.				
1.2.5	Evaluate the use of elements and principles of design in interior, textile and apparel applications.				
1.2.6	Evaluate the psychological impact that the principles and elements of design have on the individual				
1.2.7	Analyze the effects that the principles and elements of design have on aesthetics and function.				
1.2.8	Demonstrate measuring, estimating, ordering, purchasing, pricing and repurposing skills.				
1.2.9	Explain societal and technological trends on periods of architecture, interior design and textiles through the ages.				
1.2.10	Identify use of studio tools.				
1.2.11	Create sketches, elevations and renderings.				
1.2.12	Utilize a variety of presentation media such as digital imaging, video, computer and software.				

STAR EVENTS Interior Design

Interior Design, an *individual* or *team event,* recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors to meet the living space needs of clients. In advance, participants will create a floor plan, an elevation and a furniture/interior plan addressing the specifics of the design scenario. Participants must prepare a ***file folder***, an **oral presentation**, and ***visuals.***

Interior Design is sponsored in part by The National Kitchen and Bath Association.

NKBA National Kitchen & Bath Association

CAREER CLUSTER/CAREER PATHWAY

- **Architecture & Construction—Design/Pre-Construction Pathway**

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *file folder* and *display* boards before each presentation begins.
4. The oral presentation **may be up to 15** minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes.
5. The oral presentation is a time for the participant(s), in the role of student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk.
6. Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	5 minutes	10 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	Table	Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual Equipment	Visuals
		●	●			●			*

* Visuals are design and sample boards only.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 prior to event planning and preparation.
2. Participants in the senior category must be or have been enrolled in an interior design/housing course or unit of study. Participants in the occupational category must be or have been enrolled in an interior design course or program of study that concentrates on preparation for paid *employment*. Coursework which meets this requirement may be determined by the state department of education.
3. A table will be provided. Participant(s) must bring all other necessary supplies. Wall space will not be available.
4.  The design scenario which all participants must base their design on will be available online by September 1.

File Folder

Participant(s) will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Number and Size	Submit one letter-size *file folder.*
Project Identification Page	One 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name, and title of project.
FCCLA *Planning Process* the Summary Page	One 8½" x 11" page summarizing how each step of the *Planning Process* was used to develop Interior Design project.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the STAR Events Resources page of the FCCLA national website and include proof of submission in the file folder.
Project Budget	The project budget should break down the amount of money allotted for the space by furnishing and design elements (i.e. wall finish, furniture, lighting, accessories, etc.). Each item used in the design should be noted on the project budget. The budget should be on a single, one-sided sheet of 8½" x 11" paper.

Board Specifications

Each *individual* or *team* will prepare two to three single-sided presentation boards—one to display the design overview (Design Board) and one to two to display the interior design elements intended to meet the needs of the clients as stipulated in the Interior Design Scenario on the FCCLA national website (Samples Board). *Easels* may be used to present boards, but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted on foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22" x 30".
Business Card	Each board must have attached a standard size business card for the individual or team—to include participant's name(s), chapter name, school, city, state, and FCCLA national region.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

Interior Design Specifications (continued)

Design

Each individual or team will design a living space as indicated by the Interior Design Scenario, found in the STAR Events section of the FCCLA national website. *Display* design on two boards which meet above specifications.

Floor Plan	Develop a floor plan that is drawn to a consistent ¼"=1' scale with room dimensions labeled correctly, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
NKBA Planning Guidelines	Follow *NKBA Planning Guidelines* as indicated in the Design Scenario.
Wall Elevation	Create a 2-D, full color, wall elevation for the space specified in the Interior Design Scenario with a ½"=1' scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and other as needed. Display samples of all design choices on the Samples Boards.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and the state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

Presentation to Clients

The presentation to clients **may be up to** 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Interior Design	Demonstrate thorough knowledge of interior design.
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industry standards including knowledge of the *NKBA Planning Guidelines* where appropriate.
Use of *Display* Boards	Use the design boards effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
INTERIOR DESIGN

INTERIOR DESIGN

Name of Participant(s) _____

Chapter _____ State_____ Team # _____ Group # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**		Yes **3**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance		**2** The individual or ALL participating members of the team attended	
File Folder 0–2 points	**0** No File Folder presented	**1** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	**2** File Folder is presented with correct labeling, and sufficient evaluator materials • Project ID page • Planning Process summary • Project summary submission proof • Project Budget	
Project Identification Page 0–1 points	**0** Project ID page is missing		**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing		**1** Project Summary Submission present	
Punctuality 0–1 points	**0** Participant was late for presentation		**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

_____ = **AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL (10 points possible) _____

AVERAGE EVALUATOR SCORE (90 points possible) _____

FINAL SCORE (Average Evaluator Score plus Room Consultant Total) _____

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____

INTERIOR DESIGN
Rubric

Name of Participant(s) _____

Chapter _____ State _____ Team # _____ Group # _____ Category _____

FILE FOLDER CONTENTS							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Project Budget 0–3 points	**0** No project budget provided	**1** Only one or two omissions, consistent format	**2** No omissions, clear and clear and consistent format	**3** Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs and appropriately allocates money based on clients' space needs			

BOARD SPECIFICATIONS					Points
Type of Board 0–1 point	**0** Another type of board used		**1** Form, mat, or mat on foam used		
Color 0–1 point	**0** Another color board used		**1** Solid white or black board used		
Size 0–1 point	**0** Board larger than 22" x 30"		**1** Board did not exceed 22" x 30"		
Business Card 0–1 point	**0** Does not fully meet specifications		**1** Fully meets size/contents specifications		
Illustrations 0–3 points	**0** No illustrations used	**1** Illustrations are limited in quality or quantity is below or above an appropriate amount	**2** Illustrations are appropriate but not overly effective	**3** Highly appropriate and effective illustrations	
Overall Effectiveness 0–3 points	**0** Lacking in visual appeal	**1** Minimal visual appeal	**2** Some visual appeal	**3** Great visual appeal, very effective	

DESIGN					Points
Scaled Room Floor Plan 0–2 points	**0** Did not appear to use any scale		**1** 1/4" scale used, but not consistently	**2** 1/4" scale used consistently	
Room Dimensions 0–2 points	**0** No room dimensions labeled		**1** Some dimensions labeled	**2** All room dimensions labeled	
Architectural Features 0–3 points	**0** No windows, doors, etc. shown		**1–2** Some windows, doors shown	**3** All architectural features shown	
Furniture Arrangement 0–3 points	**0** No furniture arrangement shown	**1** Poorly arranged, both form and function	**2** Good form OR function, not both	**3** Well-arranged for form and function	
NKBA Planning Guidelines 0–2 points	**0** Did not adhere to NKBA Planning Guidelines		**1** Inadequately followed NKBA Planning Guidelines where appropriate in design	**2** Correctly followed NKBA Planning Guidelines where appropriate in design	
Wall Elevation 0–3 points	**0** No wall elevation done		**1–2** Somewhat well-done/effective	**3** Well-done, very effective	
Samples 0–3 points	**0** No samples provided	**1** Some samples, not all, provided	**2** Some well-chosen, but not well coordinated	**3** Well-chosen and coordinated	

Interior Design Rubric (continued)

							Points
Principles of Design 0–3 points	**0** Principles of design not applied		**1** Principles applied only minimally		**2** Most principles of design applied	**3** Principles of design applied consistently	
Originality of Design 0–3 points	**0** Little evidence of originality		**1** Some evidence of originality		**2** Contains both creative elements and "copies"	**3** Highly original design	
Thoughtfulness of Design 0–3 points	**0** Design shows no consideration of clients' space needs		**1** Some evidence of consideration of clients' needs or design style		**2** Design meets clients' space needs but does not reflect design style	**3** Design meets clients' space needs and design style	
Responsible Design 0–3 points	**0** Design shows no consideration for the safety, health or or welfare of the client or environment		**1** Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched		**2** Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client	**3** Design is highly responsible for both the clients' well-being and the environment	
Overall Effectiveness 0–3 points	**0** Lacking in visual appeal		**1** Some visual appeal		**2** Minimal visual appeal	**3** Great visual appeal, very effective	

ORAL PRESENTATION							Points
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation covers some topic elements	**3–4** Presentation covers all topic elements but with minimal information	**5–6** Presentation gives complete information but does not explain the project well	**7–8** Presentation covers information completely but does not flow well	**9–10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in the presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Rationale of Design Decisions Explained 0–5 points	**0** No rationale of design decisions explained		**1–2** Design decisions are somewhat explained but show little understanding of clients' needs and style	**3–4** Design decisions are explained thoroughly and show complete understanding of clients' needs and style		**5** Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards, NKBA Planning Guidelines where appropriate, and practicality	
Use of Display Boards during Presentation 0–5 points	**0** Display boards are not used during presentation	**1** Display boards used to limit amount of speaking time	**2** Display boards used minimally during presentation	**3** Display boards incorporated throughout presentation	**4** Display boards used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display boards	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively		**1** Voice quality is adequate		**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing		**1** Body language shows minimal amount of nervousness/ clothing is appropriate		**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3–5) grammatical and pronunciation errors		**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions, but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

Evaluator Initial _____

Room Consultant Initial _____

TOTAL
(90 points possible)