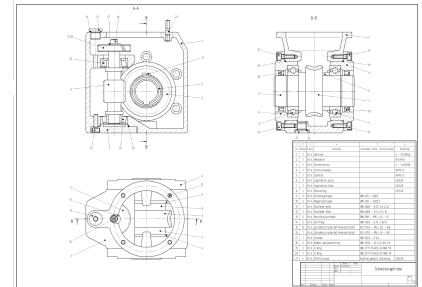


COURSE DES3065: TECHNICAL DESIGN 3

Level: Advanced

Prerequisite: DES2060: Technical Design & Drafting 2



cbe.ab.ca

High School Proficiency Scale

Beginning		Developing		Proficient		Exemplary	
1	2	1	2	1	2	1	2
<p>The student demonstrates a level of understanding and/or skill that is not yet meeting expectations of the course outcomes.</p> <ul style="list-style-type: none"> The quality of work may be vague and/or undeveloped. Targeted adjustments to planning and instruction will be necessary for further learning in this area. 		<p>The student demonstrates a basic level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> The quality of work may be adequate and/or concrete. Adjustments to planning and instruction may be necessary for further learning in this area. 		<p>The student demonstrates a well-developed level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> The quality of work may be clear and/or well-reasoned. The student can be confident of being prepared for further learning in this area. 		<p>The student demonstrates a mastery level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> The quality of work may be perceptive and/or insightful. The student can be confident of being prepared for further learning in this area. 	
20%	40%	55%	65%	75%	85%	95%	100%



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Assessment

CO2. PLAN, CREATE, EVALUATE. DES3065 [60%]

- Create Drawings for a customer using advanced pictorial representations
- Present drawings with surface developments or renderings to a client
- Produce and present a portfolio-ready drawing, rendering or image

Assessment Item

- ☐ Advanced Drawing Skills Rubric
- ☐ Advanced Customer Specifications Rubric

- ☐ ePortfolio Assessment General Rubric *Specific to Technical Design 2 sections of ePortfolio*

CO3. COMMON, COMPETENCIES, CONNECTIONS.[20%]

- Identify copyright restrictions and permissions and put them into practice
- Apply consistent and appropriate work station routines
- Demonstrate basic competencies
- Make personal connections to the cluster content and processes to inform possible pathway choices

Assessment Item

- ☐ Competencies and Connections General Rubric

Technical Design 3 Specific Rubrics

Advanced Drawing Skills Rubric

Exemplary	Skilled	Competent	Basic	Developing	Limited
Student work demonstrates strong analysis and presentation skills. Their project reflects the needs of the customer perfectly based on the design brief. Feedback is integrated and used to modify designs to improve product or outcome. Scale factors are included in the design and are accurate.	Student work demonstrates strong analysis and presentation skills. Their project reflects the needs of the customer effectively based on the design brief. Feedback is not integrated and used to modify designs to improve product or outcome. Scale factors are included in the design and are accurate.	Student work demonstrates effective analysis and presentation skills. Their project reflects the needs of the customer in most ways based on the design brief. Feedback is not integrated and used to modify designs to improve product or outcome. Scale factors are included in the design and are mostly accurate.	Student work demonstrates superficial analysis and presentation skills. Their project reflects the needs of the customer in some ways based on the design brief. Feedback is not integrated and used to modify designs to improve product or outcome. Scale factors are included in the design but are not fully accurate.	Student work demonstrates superficial analysis and presentation skills. Their project does not reflect the needs of the customer. Scale factors are not included in the design.	Student demonstrates few of the relevant skills. Scale factors are not included in the design.

Advanced Customer Specifications Rubric

Exemplary 2	Proficient 2	Developing 2	Developing 1	Beginning 2	Beginning 1
100%	85%	65%	55%	40%	20%

Student work demonstrates a strong grasp of the most appropriate drawing styles. Additionally, multiple drawing styles are used to enhance effectiveness of presentation	Student demonstrates strong ability to present drawing styles below on customer presentation.	Student demonstrates ability to present some drawing styles below on customer presentation.	Student demonstrates ability to demonstrate drawing styles below with limited regard for customer need.	Student demonstrates incorrect or incomplete awareness of drawing styles.	Student demonstrates few of the below skills:
	<input type="checkbox"/> Isometric <input type="checkbox"/> Oblique <input type="checkbox"/> Orthographic <input type="checkbox"/> Perspective				

ePortfolio Assessment Rubric

Exemplary 2	Proficient 2	Developing 2	Developing 1	Beginning 2	Beginning 1
100%	85%	65%	55%	40%	20%
Student's ePortfolio is complete and files follow all naming conventions. All files are in the correct file format. Sub folders are used effectively.	Student's ePortfolio is complete and most files follow naming conventions. All files are in the correct file format. Sub folders are used ineffectively.	Student's ePortfolio is mostly complete and most files follow naming conventions. Most files are in the correct file format.	Student's ePortfolio is partially complete and most files follow naming conventions. Many files are not in the correct file format.	Student's portfolio is incomplete OR naming conventions aren't followed.	Student's portfolio is incomplete AND naming conventions aren't followed.