

INTERIOR DESIGN Rubric

Name(s) of Participant(s) _____

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 0-5 points	0 No project budget provided	1 Many omissions in budget	2 Only one or two omissions, consistent format	3 No omissions, clear and consistent format	4 Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs	5 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 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	

INTERIOR DESIGN

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 0–3 points	0 No rationale of design decisions explained	1 Design decisions are somewhat explained but show little understanding of clients' needs and style	2 Design decisions are explained thoroughly and show complete understanding of clients' needs and style	3 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)

Interior Design Teaching Tips for Advisers

The Interior Design event is a great way to provide students with an authentic learning experience in the area of custom interior design. Not only does this event allow students to hone their skills in the use of line, form, color, and texture, but it also allows them to cultivate their skills in talking with clients. Students are able to see to what extent success in interior design depends on being able to identify and interpret the needs and preferences of individual clients.

This event works well as a class project, with students deciding if they prefer to work as independent designers or on design teams. Have students approach this decision as though they were in the world of work considering all the pros and cons of each approach.

Begin by focusing attention on housing needs. Have each student use fictitious names to write on a note card a short profile of a three-member family they know. Then have them write a profile on a separate card about a hypothetical family that is unique in some way from “typical” families in the area. Divide students into design teams of three. Drop all cards into a basket and have each design team pull a card. Pair design teams so that one team can role play clients while the other role plays designers. Have paired teams work together to write interview questions that would be useful in gathering information about the clients’ living space needs. When interviews are done, hold a discussion to debrief the experience and summarize what was learned.

Have students then follow event guidelines to complete their Interior Design projects. Have them use the event rubric to rate their own work. Reserve time for them to refine the project as needed to increase ratings. Finally, bring in a team of expert evaluators to judge projects, select 1st, 2nd, and 3rd place winners, and identify the student(s) who will represent the class in the next level of FCCLA competition.

