

Interior Design II

Test Number: 333

CTE Skill Certificate Test Performance Documentation

This document must be submitted to the test coordinator at the end of testing each trimester/semester.

Instructor's Name: _____ Course: Interior Design II

School: _____ Test Number: 333

Students in course: _____ Date: _____

Students tested: _____

Students who passed performance objectives at or above 80%: _____

This is to *verify* that the students marked **YES** on performance accomplished the following performance objectives at or above the 80% (moderately to highly skilled) level.

1. Complete a project based on the principles and elements of design (1.01, 1.02)
2. Complete a project related to architectural styles and features. (2.01, 2.02)
3. Draw draft, or trace a portion of a floor plan. (3.01)
 - a. Use a minimum of three attached rooms. (can be commercial, residential, or use the FCCLA scenario)
 - b. Use good line quality in ¼ inch scale.
 - c. Label each room, including room dimension and name.
 - d. Furnish each room applying elements and principles and using correct clearances
 - e. Plan is neat and clean with professional lettering and a legend.
4. Complete a project related to furniture styles and features.
5. **Design a presentation board and description for one or more rooms. (It is suggested students do the FCCLA STAR event scenario for Interior Design.)**

Board Presentation

- a. Students will apply their knowledge of visual presentation
- b. Include a variety of actual 3-D samples that illustrate the completed design. (e.g. wall coverings, floor treatments, window treatments, furniture coverings, etc.)
- c. Include 2-D pictures, photos, or visuals of the design (e.g. furniture, lighting, accessories, etc.)
- d. Label with neat, evenly spaced lettering or use an accurate key/legend.
- e. Arrange an effective overall design of the visuals and samples.

Prepare and present an accurate oral or written description of the presentation board.

- a. Describe the style, the color scheme and the feeling/mood created.
- b. Describe the focal point and the way it was emphasized.
- c. Describe the balance (symmetrical, asymmetrical, and radial) and rhythm (transition, repetition, gradation, radiation, opposition) and the way they were created.
- d. Describe how harmony was developed in the design.

Each performance is documented and kept on file by the teacher for one year.

(Check the documentation method used)

- Class period summary score sheet
- Recorded and identified in the class grade book

Instructor's Signature: _____ Date: _____