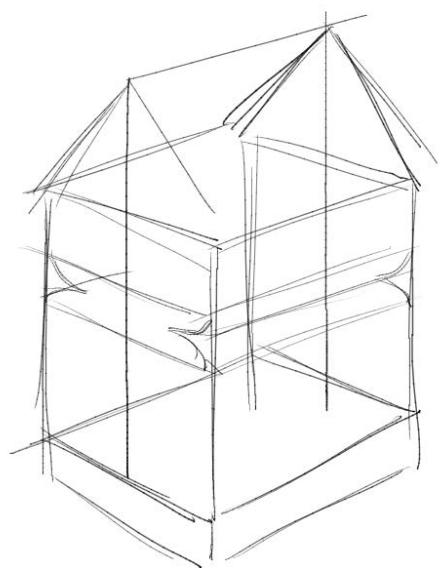


Drawing 1

Assessment design drawing

- - = clearly below graduation level
- = (only) partially at graduation level.
- + = at graduation level
- + + = better than graduation level

	- -	-	+	+ +	remarks
Construction, perspective, argumentation (scaffolding)			x		
Amount of detail			x		
Line weight	x				Lines are not too heavy but there is no distinction made in lineweight whatsoever
Line executon: clarity, efficiency, uniformity, (motor) control		x			drawing uses a lot of lines, many of which are crooked, though the perspective is thought through. Corners do not align properly but the message is still clear

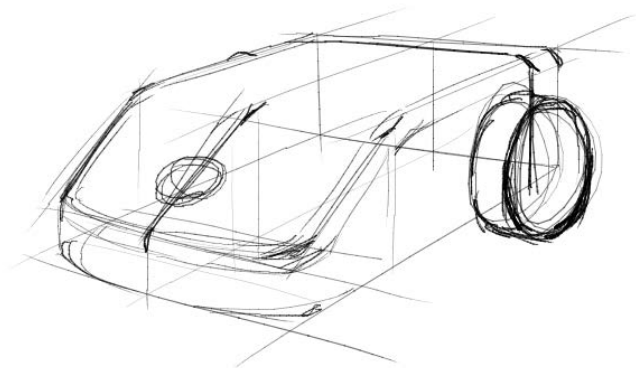


Drawing 2

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)			X		Perspective is well executed throughout the drawing, however, some helpful construction lines are missing from the drawing e.g. lines that provide information regarding roundings of the surface.
Amount of detail			X		
Line weight		X			Drawing shows various applications of lineweight, which are unfortunately applied to the wrong sections, drawing unnecessary attention to specific details, instead of clarifying the shape.
Line executon: clarity, efficiency, uniformity, (motor) control	X				

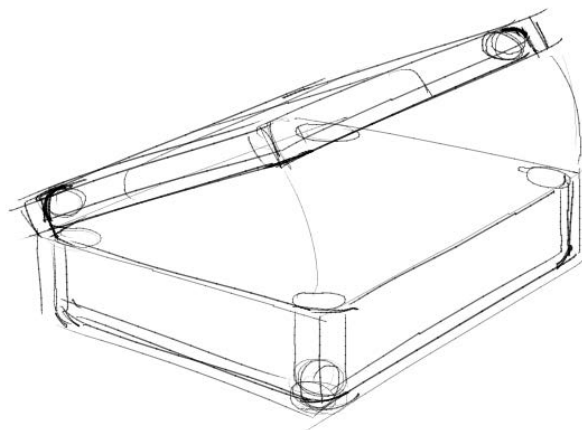


Drawing 3

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)		X			nodes at which curvatures come together are left unexplained in the drawing, or are wrongly executed. Same goes for ellipses, the direction of which are constantly changed on the same surface. The drawing is not <i>transparent</i> , making it hard to understand if this box is in fact hollow or not.
Amount of detail		X			though the lid seemingly has the right amount of details and cross-sections to translate shape, the container itself is lacking.
Line weight			X		the maker of this drawing seems to understand variations of lineweight and has the right intentions in its application (see the bottom of the lid), but is not yet consistent throughout the entire drawing and some construction lines have received the same weight as the actual contour of the drawing.
Line executon: clarity, efficiency, uniformity, (motor) control			X		

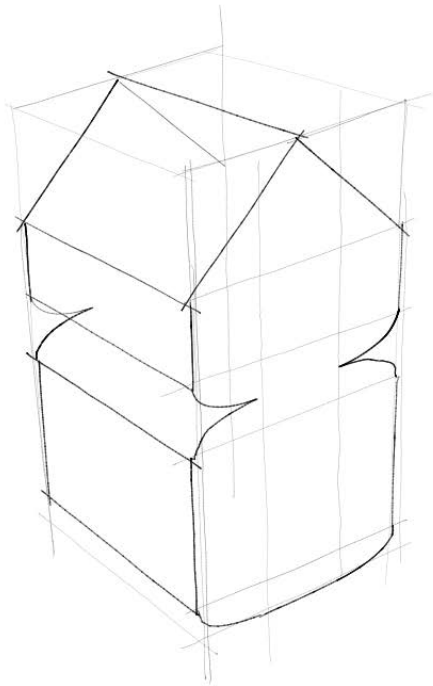


Drawing 4

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)				X	
Amount of detail			X		drawing misses some lines that connect the outer edges of curves to oneanother (see the curve at the back of the front surface as well as curves on the left surface)
Line weight			X		the drawing uses an appropriate distinction between construction and finalized shape, though there is no variations within that shape along the bottom for example.
Line executon: clarity, efficiency, uniformity, (motor) control				X	

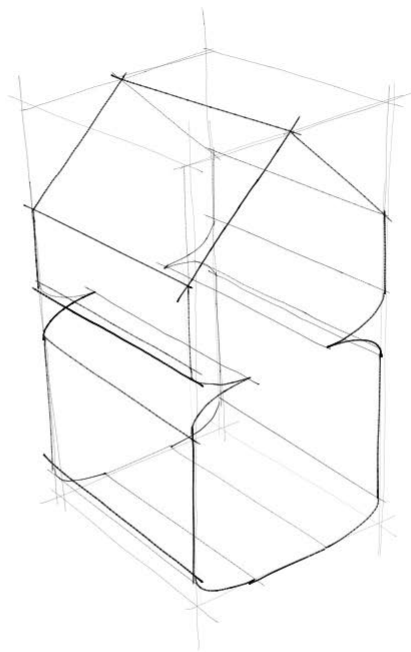


Drawing 5

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)		X			the perspective is consistent along straight lines, but curves do not line up, making the symmetry of the object look off. Some extra construction could have helped fix this problem
Amount of detail			X		
Line weight			X		limited variations within the <i>final product</i> , though the construction itself is light and clear
Line executon: clarity, efficiency, uniformity, (motor) control				X	

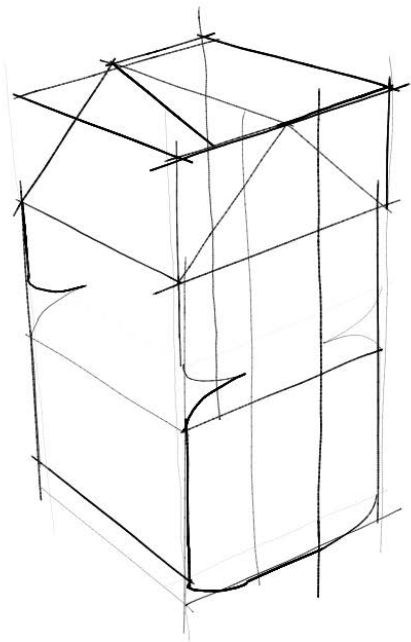


Drawing 6

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)				x	lines used make sense to the construction and lines follow the set perspective, even that of curves which are generally difficult to do
Amount of detail	x				though the drawing is well executed, it completely misses lines here and there, such as the outline of curves along the left surface of the object.
Line weight	x				Some construction is barely visible whereas others are very heavy (see the square for construction on top, which is heavier than any other line in the drawing)
Line executon: clarity, efficiency, uniformity, (motor) control			x		besides some shaking in vertical lines, the lines look solid and straight

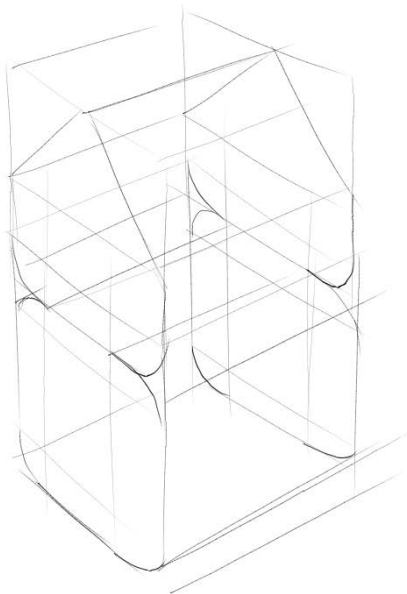


Drawing 7

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)	X				the shape projected on the front is vastly different from the back, it becomes wider and less tall because the construction is crooked. Though the perspective itself appears to have the right intentions, it misses the mark
Amount of detail			X		
Line weight		X			lines all use , the same weight, with an exception for curves which appear heavier. This makes the drawing very vague
Line executon: clarity, efficiency, uniformity, (motor) control		X			also because of lineweight, the drawing is hard to follow and gets lost in construction. Many lines are used which makes it more confusing to the viewer

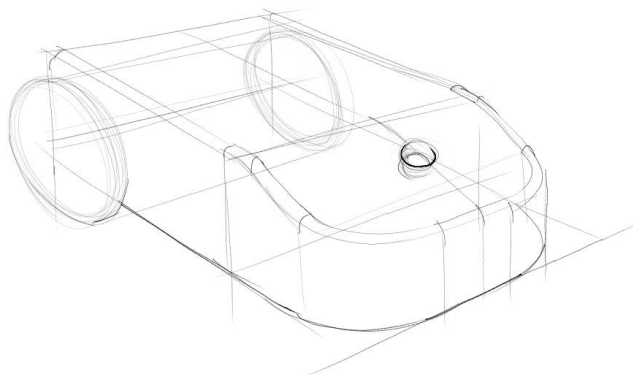


Drawing 8

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)		X			curves that show the rounding along the ribs of the surface all vary in curvature (some are very flat whereas others are extremely curved) and ellipses are skewed in regards to the chosen perspective.
Amount of detail			X		drawing needs some more information to be clear to the viewer (e.g. cross-section lines and axes) but brings the point across
Line weight			X		
Line executon: clarity, efficiency, uniformity, (motor) control		X			Especially around ellipses, a lot of lines are placed which only confuse the shape rather than clarify. Curves are inconsistent.



Drawing 9

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)		X			not all verticals are vertical and sections to make curves line up are uneven. Some lines also diverge instead of converge (see horizontal lines along the back of the container)
Amount of detail			X		
Line weight			X		drawing shows heavier lines along the bottom and the hinge
Line executon: clarity, efficiency, uniformity, (motor) control		X			lines do not line up or curve when they are meant to be straight, overall not too bad though

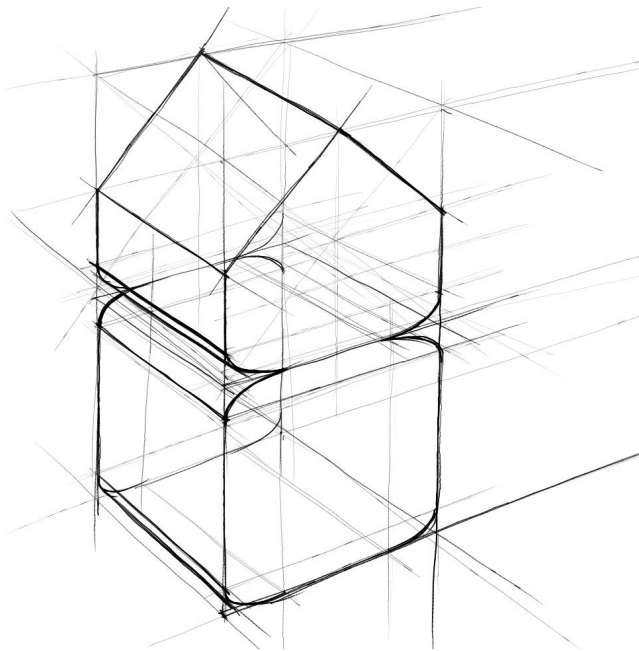


Drawing 10

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)				X	drawing shows clear transparent construction from blocks to diagonals to find the centre and perspective is consistent throughout the drawing.
Amount of detail				X	
Line weight		X			
Line executon: clarity, efficiency, uniformity, (motor) control			X		lines used for construction are easy to follow as an outsider, and lines look quick and straight

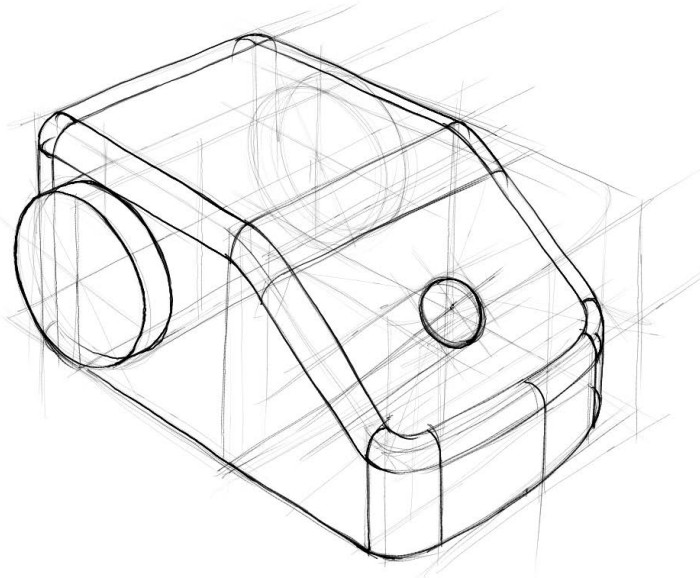


Drawing 11

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)			x		
Amount of detail				x	
Line weight		x			drawing shows the appropriate use of lineweight to distinct construction from actual shape, though there is no variation within the actual product
Line executon: clarity, efficiency, uniformity, (motor) control			x		lines are placed where needed to communicate and build the drawing, though sometimes placed over and over again

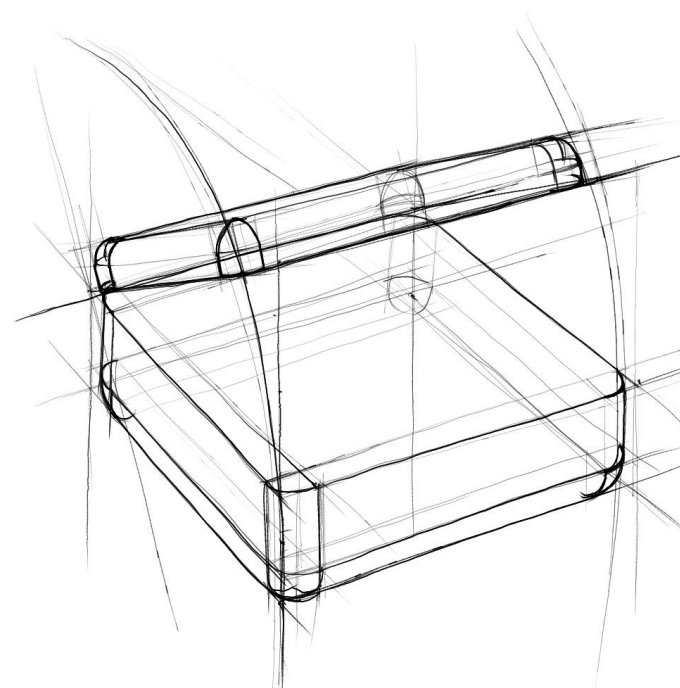


Drawing 12

Assessment design drawing

- - = clearly below graduation level
- = (only) partially at graduation level.
- +
- ++ = better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)				x	The drawing shows a clear understanding of roundings and their construction, and lines are extended beyond the actual drawing.
Amount of detail			x		There are quite a few lines used to bring about this drawing, not all of which are necessary to the viewer.
Line weight	x				Lineweight is almost the same throughout the entire drawing, the only exception being a difference between construction lines and lines that describe the product.
Line executon: clarity, efficiency, uniformity, (motor) control		x			Lines are placed over and over, creating thick and somewhat shaky lines.

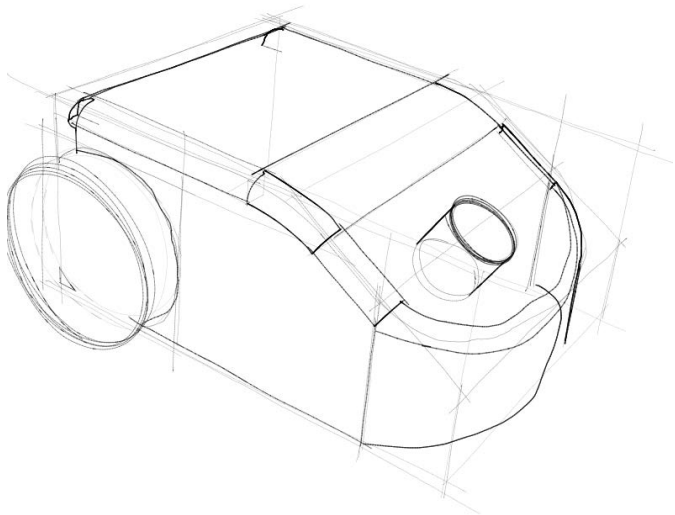


Drawing 13

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)				X	well constructed with the right amount of lines, appears solid and symmetrical to the eye, only note is that the curves along the rounding of the top surface are missing in the back and suddenly straight along the front of the surface.
Amount of detail				X	
Line weight			X		though the control over line weight appears to be quite good, it is not applied properly to help communicate the shape just yet
Line executon: clarity, efficiency, uniformity, (motor) control			X		Lines are well controlled and clear, apart from the curve along the front of the vacuum cleaner, which is far from smooth

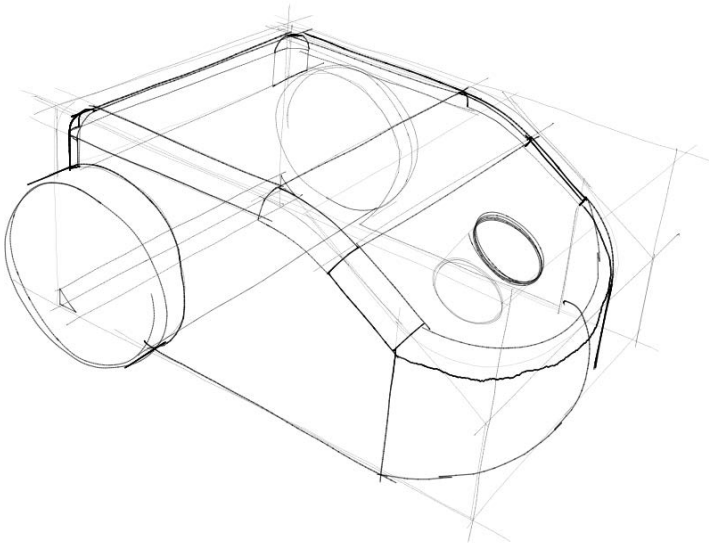


Drawing 14

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)				x	
Amount of detail				x	
Line weight			x		lineweight is appropriately used to communicate transparency in construction without overshadowing the finalized drawing. Within that drawing, however, the weight appears more random.
Line executon: clarity, efficiency, uniformity, (motor) control		x			most straight lines appear nicely done, but the curve along the front section for example anything but smooth. This can also be seen in the wheels which have their bumps and lines that do not line up together, e.g. along roundings in the back.

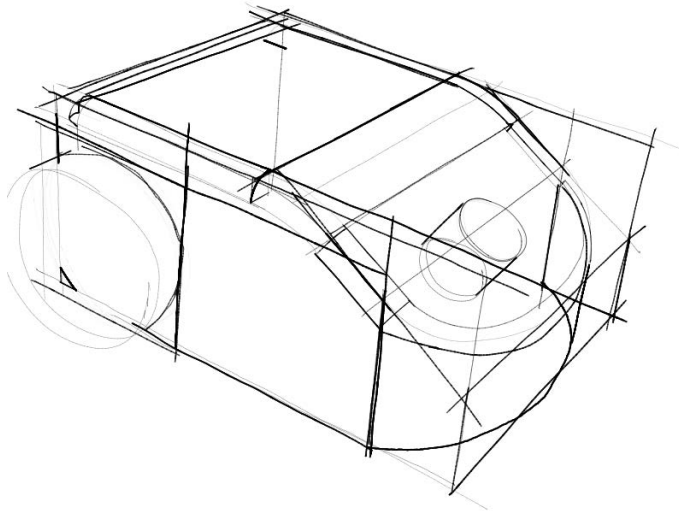


Drawing 15

Assessment design drawing

- - = clearly below graduation level
- = (only) partially at graduation level.
- + = at graduation level
- + + = better than graduation level

	- -	-	+	+ +	remarks
Construction, perspective, argumentation (scaffolding)			x		The general use of perspective looks right, though ellipses themselves are not very round.
Amount of detail		x			Roundings on the rib in the back of the top surface seem to be forgotten halfway through
Line weight	x				construction and product use the same line weight, making it very difficult to distinguish final shape from the drawing, yet somehow the round elements (wheel and connection on the front) are really light again.
Line executon: clarity, efficiency, uniformity, (motor) control		x			

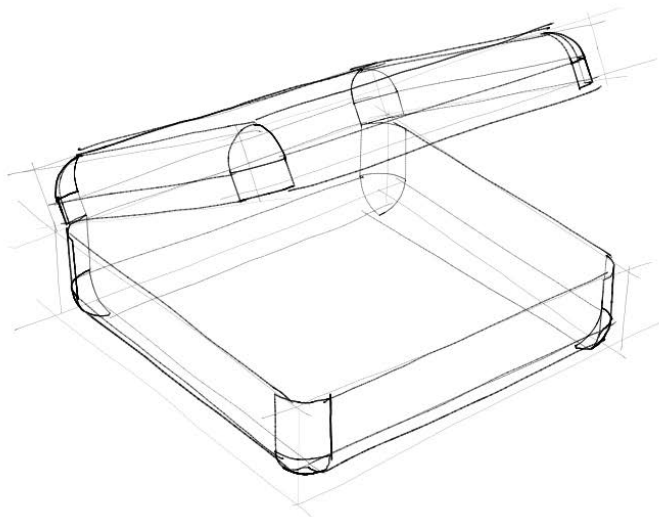


Drawing 16

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)			x		perspective is well executed but I'm missing argumentation regarding the placement of the lid (is it the same length as the container below it?)
Amount of detail				x	
Line weight			x		generally well executed, missing some more distinctions in overlapping and grounded elements of the product.
Line executon: clarity, efficiency, uniformity, (motor) control				x	

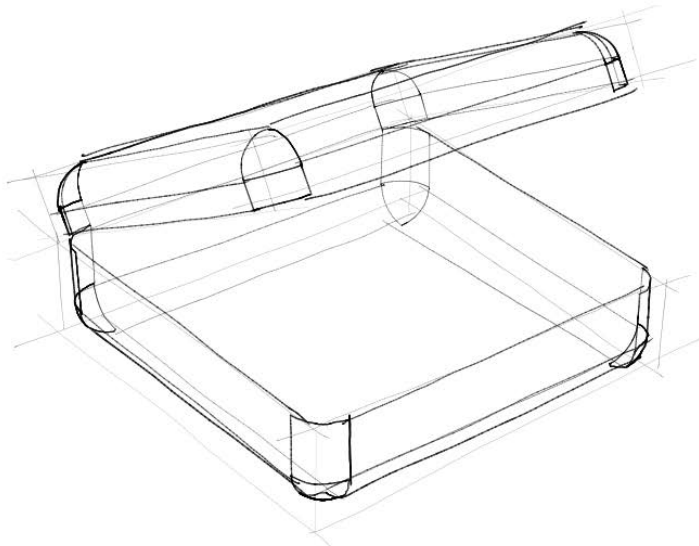


Drawing 17

Assessment design drawing

- -	= clearly below graduation level
-	= (only) partially at graduation level.
+	= at graduation level
++	= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)			x		drawing shows an understanding of perspective applied in a good fashion
Amount of detail			x		
Line weight			x		drawing shows some nice application of lineweight, though lines connecting the product to the ground or at the bottom of the lid could be heavier.
Line executon: clarity, efficiency, uniformity, (motor) control		x			lines are shaky and do not line up to their connections



Drawing 18

Assessment design drawing

- -

= clearly below graduation level
- = (only) partially at graduation level.
- +

= at graduation level
- ++

= better than graduation level

	- -	-	+	++	remarks
Construction, perspective, argumentation (scaffolding)			x		
Amount of detail		x			
Line weight	x				line weight is very inconsistent, the shape drowns in lines from both construction and finalizing the drawing.
Line executon: clarity, efficiency, uniformity, (motor) control		x			the drawing is difficult to read for its confusing lineweight, lines that are just a little crooked and overall appearance

