Architect Registration Examination – Graphic Readability Rubric

Question	Very	Somewhat	Minimally or Not
Familiarity			
Context: *How familiar is the context for architecture candidates?*	The context will be familiar to a significant majority of candidates. Example: school, store, home	The context will be familiar to most candidates. Example: Baseball Park	The context will not be familiar to most candidates. Example: Religion-specific house of worship, equestrian center
Terminology: *How familiar is the terminology for architecture candidates and the division?*	Terminology is either general language (e.g., lay terms used to describe the context) or technical terms aligned with the purpose of the graphic and the division. Example: drawing of a site includes general street names and space labels (e.g., parking, main building)	The graphic includes interpretation of context-specific terminology that is not directly aligned with the division.	The graphic includes context-specific terminology that is relevant to the use of the building but not the design or development. Example: floorplan for a gym includes terminology relevant to the types of classes (e.g., Yoga, Spinning) rather than the types of spaces (group classes of 20, small machine room)
Information			
Presentation: *How appropriate is the presentation format for communicating the intended information to architecture candidates?*	The presentation format clearly communicates the intended information and does not interfere with interpretation.	The format is generally acceptable for communicating the intended information but may increase the difficulty of comprehension. Example: A data table presents a series of values across several dimensions requiring the reader to make multiple comparisons (i.e., a graph might serve better)	Features of the presentation significantly increases the difficulty of understanding the intended information. Example: an electrical schematic is used to communicate a floorplan
Concepts: *How appropriate is the included information for communicating the intended information to architecture candidates in this division?*	The included information is focused on the purpose of the objective being measured.	There is some additional information included that is not directly related to the purpose of the objective being measured.	The graphic includes extensive extraneous information directed towards a secondary purpose that will make comprehension more challenging Example: involves complexity that is not necessary to respond to the question or questions associated with the objective being measured.
Comprehension			
Subject matter knowledge: *How aligned is the subject matter knowledge, required to comprehend the graphic, to the purpose of the division and expected knowledge/skills of architecture candidates?*	Comprehension can be achieved with the subject matter knowledge expected to pass this division. Example: in Programming & Analysis the interpretation of soil boring in a geotechnical report	Comprehension can be achieved with subject matter knowledge expected to pass this division but is enhanced with subject matter knowledge outside of the division. Example: Understanding the Owner-Architect agreement in PjM can help in PcM	Comprehension requires subject matter knowledge that is not directly related to this division. Example: misalignment of the graphic and the intended measurement target
Use of other resources: *If there are other resources required to understand and use the graphic, how appropriate are these resources for the division and the expected knowledge/skills of architecture candidates?*	Any use of other resources required to solve the item is appropriate for the division. Example: Using IBC Excerpts to verify fire separation compliance in PDD	Other resources required to solve the item are mostly related to the division.	Other resources require knowledge outside the division. Example: Using an RFI in a PDD item