Table 1

	Excellent	Good	Needs Improvement	Poor	F	
Overall Impression	The students should be proud for the overall presentation of their sketchbook even as an object on its own. The reader of their work should clearly read the different areas that he/she has explored and the specific questions that he/ she has answered through his/ her observations. The student should have retained nearly all the knowledge presented in class (history, theory and methodology) and be able to compose together with his/her observations his experience during every route in the city.	The student competently addresses the area and the issues that he/ she has observing but he/she does not add much new insight regarding his own understanding of the area. It is clear that the student has followed the class information and he/ she is able to communicate it in the sketchbook overall.	The student addresses issues regarding the city through his/ her own observations but he/ she does not fully understand their meaning and context.	The sketchbook does not address any important issues regarding the city and it is obvious that the student has not retained any information/ observation from his experience during the field trip.		
Observations and Argument	The sketchbook should contain a series of observations which reveal the student's deeper understanding of the urban and social structure of the city. These observation should regard the history, present conditions, materiality, movement, scale, plantation and any other information revealing urban and spatial characteristics/ qualities of the place.	There are observations and text regarding specific issues of each area, but not clearly shown in the sketchbook.	There is no concept followed regarding the presentation/ organisation of the observations that the author has made.	There are no articulated observations or there is no concept of structure in most of the sketchbook.		
Evidence/ Understanding	The student provides evidence through different means such us photographs/ sketches, texts, special notes and information or even a collage of work, that convinces the reader to accept his/ her observations as another reality of the city.	The student provides the necessary evidence through photos, sketch and text that reveals a deeper understanding of the city, but this is not totally clear. He/ she appears as not undressing the evidence that he/ she found.	Not enough evidence is provided to support the student's observations (e.g. the information given, photographs etc regarding a place/ space sounds dislocated).	There is nearly no evidence, or a trace of deeper understanding regarding the areas explored during the field trip.		
Methodology	Photographs and sketches are very much appreciated - especially any kind of handmade work. So if students use a digital sketchbook they should make sure that its richness in photographs and aesthetics can be equivalent to a well designed hand made sketchbook.	Text and observations are not fully developed. The reader has some difficulty in following the field trip.	The sketchbook is presented with no structure.	The sketchbook is lacking a sense of methodology into developing a communicative and beautifully presented observations		
Counter Evidence	The student through his/ her sketchbook work should provide rich evidence coming from accurate observations during the field trip. Through them he/ she is able to develop a personal interpretation of the city providing experiential, historical and theoretical information.	The student collects evidence and provides an interpretation of what he/ she observes, but he/she does not effectively states the reasons of selection of specific areas in every field trip; there is lack of a strong structure.	There is no effort to develop a personal interpretation based on of the visited places.	There is no effort of interpretation of the observations made in the sketchbook. There are a lot of missing sites presented.		
Sources	Evidence is provided through various means (photograph, sketches, recording, sound recording) that can show the understanding of the route followed from the departure till the arrival back to CYA.	There are sources of observation but rather limited.	The student does not go beyond what he/she has been provided by the professor and there is no additional development or thinking over his/ her experience during the field trip.	There is no use of sources about the city , not enough observations, photographs, sketches or text.		
Aesthetics	Every page of the sketchbook should be considered as a presentation page and be beautiful with a composition of photographs, sketches, texts etc. They should all make a beautiful synthesis ready to be communicated.	There is beautiful work and most of the sketchbook is well organised. However there is a lack of concept that would make this sketchbook special.	There is a lack of aesthetics and organisation/ structure.	No attempt is made to create an order and a beautifully presented sketchbook.		