

FLORIDA INTERNATIONAL UNIVERSITY, DEPARTMENT OF INTERIOR ARCHITECTURE
Graduate Design 1 + Formative Studio | Fall 2023 | IND 6255 | IND 5235 |
INSTRUCTOR: ESPERANZA MUIÑO
THE IMPACT OF GENTRIFICATION | EXPLORING A ROLE FOR INTERIOR DESIGN
Student Design Charrette - Evaluation Form

Group : _____

Students' Names: _____

Grading scale 1 = poor 2 = fair 3 = average 4 = good 5 = excellent — **Please circle one**

Charrette Process

[Gather Information](#) | [Analysis](#) | [Conclusions](#)

COMMUNITY

[Comments](#)

| | | | | | | |
|-------------------------------------|----------|----------|----------|----------|----------|--|
| CULTURAL IDENTITY | 1 | 2 | 3 | 4 | 5 | |
| DEMOGRAPHICS | 1 | 2 | 3 | 4 | 5 | |
| HEALTH & SAFETY | 1 | 2 | 3 | 4 | 5 | |
| ENGAGEMENT & INVOLVEMENT | 1 | 2 | 3 | 4 | 5 | |
| CONCLUSIONS | 1 | 2 | 3 | 4 | 5 | |

[Gather Information](#) | [Analysis](#) | [Conclusions](#)

SITE

[Comments](#)

| | | | | | | |
|---|----------|----------|----------|----------|----------|--|
| SITE HISTORY | 1 | 2 | 3 | 4 | 5 | |
| LAND USE / ZONING | 1 | 2 | 3 | 4 | 5 | |
| DOCUMENTATION OF SITE / SURROUNDINGS | 1 | 2 | 3 | 4 | 5 | |
| CONCLUSIONS | 1 | 2 | 3 | 4 | 5 | |

[Gather Information](#) | [Analysis](#) | [Conclusions](#)

BUILDING

[Comments](#)

| | | | | | | |
|---|----------|----------|----------|----------|----------|--|
| BUILDING HISTORY | 1 | 2 | 3 | 4 | 5 | |
| BUILDING DOCUMENTATION (light analysis structure & measurements) | 1 | 2 | 3 | 4 | 5 | |
| BUILDING CHARACTERISTICS (public & private, spatial qualities, circulation, dominant issues) | 1 | 2 | 3 | 4 | 5 | |
| CONCLUSIONS | 1 | 2 | 3 | 4 | 5 | |

Charrette Proposal
 Alternatives & General Conclusions

Comments

| | | | | | | |
|--|---|---|---|---|---|--|
| Students understand gentrification processes, and social impacts. | 1 | 2 | 3 | 4 | 5 | |
| Students identify the needs of the existing population in the area. | 1 | 2 | 3 | 4 | 5 | |
| Students Identify the relationship between the community, site, its surroundings and the building. | 1 | 2 | 3 | 4 | 5 | |
| Can the proposal help strengthen and integrate the segregated community? | 1 | 2 | 3 | 4 | 5 | |
| GENERAL CONCLUSIONS | 1 | 2 | 3 | 4 | 5 | |

Graphic Quality

Comments

| | | | | | | |
|--|---|---|---|---|---|--|
| LAYOUT ORGANIZED & CLEAR | 1 | 2 | 3 | 4 | 5 | |
| HIERARCHY OF ELEMENTS ON PAGES | 1 | 2 | 3 | 4 | 5 | |
| BALANCE, ALIGNMENT | 1 | 2 | 3 | 4 | 5 | |
| TYPOGRAPHY, DIAGRAMS & PROPER RESOLUTION | 1 | 2 | 3 | 4 | 5 | |

Grade