

Multimedia Portfolio Requirements

Complete rubrics for the Creative Process, Design Principles, etc. are available in the [Multimedia Resource Center](#).

Please note that a career action plan must be complete and submitted to your guidance counselor for grading.

Empathize | Define | Ideate | Prototype In Multiple Venues | Test | Present

	Advanced	Developing	Emerging
<p>Creative Process – Ability to define the target audience in the appropriate media contextual spaces. Research needs. Investigate why? Observe the user, <i>tell stories</i>, and gain consumer insights. Ability to focus on user profiles, and then build strategic directions, a competitive analysis, and <i>contextual (media driven) solutions</i> based on research. Evidence of participation in the ideation phase can include sketches, mind maps, brainstorming, word banks, visual research, mood boards, wireframes, and sitemaps. Focus on solutions. Test and proof prototypes.</p>	<p>This student demonstrates a highly developed sense and strong comprehension of the creative process. Use of evidence based on the users’ needs and experience is advanced. Students are able to build engaging and strategic solutions across all media. Overall, the student shows excellent proficiency and evidence of their participation in the ideation process. Student is extremely creative, effective, and imaginative.</p>	<p>This student demonstrates a satisfactory awareness of the creative process. Use of evidence based on the users’ needs and experience is developing. Students are able to build engaging solutions, however evidence of their participation in the creative process is satisfactory. Student is sometimes creative, effective, and imaginative.</p>	<p>This student demonstrates a limited awareness of the creative process. Use of evidence based on the users’ needs and experience is limited. Student does not focus on strategic directions based on research. The student shows limited evidence of their participation in the ideation process. Student is barely creative, effective, and imaginative.</p>
<p>Design Principles – Application of the Principles of Design, such as: contrast, repetition, alignment, proximity, balance, movement, rhythm, emphasis, pattern, and unity to The Elements of Design.</p>	<p>There is excellent proficiency in using The Principles of Design with the Elements. Graphics, Layout, and Typography is strong. Brand Identity and User Interface Design is consistent across all materials in multiple venues. Portfolio is clean and legible. <i>KISS (Keep it super simple)</i>.</p>	<p>There is a satisfactory evidence in using The Principles of Design with the Elements. Graphics, Layout, and Typography is satisfactory. Brand Identity and User Interface Design is sometimes consistent across all materials in multiple venues. Portfolio is somewhat clean and legible.</p>	<p>There is a limited evidence or poor use in using The Principles of Design with the Elements. Graphics, Layout, and Typography is barely evident. Brand Identity and User Interface Design is not consistent across all materials. Portfolio is showcased in minimal venues, is overly decorative, and not legible.</p>
<p>Evidence – Include a minimum of 20 to 25 creative pieces, including but not limited to five observational drawings, an illustration using perspective, observational studies of</p>	<p>Prototypes reflect a higher level of critical thinking. Presentation establishes that this student is a qualified candidate for employment.</p>	<p>Prototypes reflect a satisfactory level of critical thinking. Presentation establishes that this student is a potential candidate for employment.</p>	<p>Prototypes reflects a minimal level of critical thinking. Presentation <i>fails</i> to establish that this student is a viable candidate for employment.</p>

<p>the human figure, still lives, and creative concepts that reflect personal style and/or a variety of media utilized. Also include <i>at least</i> 10 projects from the student's area of focus, such as Graphic Design, live and community work, Web, Photography, video, and animation.</p> <p>By Senior year, students should aim to showcase 25 of their strongest prototypes in context. All prototypes should display evidence of the creative process. <i>For interactive design please include site maps, wireframes, and UX testing.</i></p> <hr/> <p>Grammar – <i>Does not just apply to your English papers.</i> Your work should be well written, grammatically correct, strategic, creative, and reflective of a student in the Communications field.</p> <hr/> <p>Accomplishments – OSHA certification is required by Sophomore year.</p> <hr/> <p>Cover letter and resume</p> <hr/> <p>Letters of recommendation or appreciation</p> <hr/> <p>Portfolio Submission Status</p>	<p>Portfolio contains evidence of 20 -25 projects demonstrating mastery of career/technical skills in a visually pleasing presentation, while utilizing proficient verbal reflections and stories of their process that will engage future audiences, college admissions staff, and future employers.</p> <p>Supporting materials are always original, inventive, and logical.</p> <hr/> <p>No spelling/grammar errors. Student utilizes exemplary verbal and written reflections.</p> <hr/> <p>Three or more industry certificates, certifications (Adobe, Rhino, lynda.com certs), awards (such as Skills), extra-curricular activities, live work, and/or community service.</p> <hr/> <p>Cover letter and resume is well designed, clean, and is reflective of the student's brand identity. Information is accurate and very detailed. No spelling or grammatical errors.</p> <hr/> <p>Three or more signed letters of recommendation or appreciation.</p> <hr/> <p>Portfolio submitted prior to due date (early).</p>	<p>Portfolio contains evidence of projects demonstrating a satisfactory level of career/technical skills in a presentation, while utilizing satisfactory verbal reflections and stories of their process that will engage future audiences, college admissions staff, and future employers.</p> <p>Supporting materials are sometimes original, inventive, and logical.</p> <hr/> <p>Some spelling/grammar errors. Student utilizes proficient verbal and written reflections.</p> <hr/> <p>One or more industry certificates, certifications (Adobe, Rhino, lynda.com certs), awards (such as Skills), extra-curricular activities, live work, and/or community service.</p> <hr/> <p>Cover letter and resume is designed, and is somewhat reflective of the student's brand identity. Information is accurate and with adequate detail. Some spelling and grammatical errors.</p> <hr/> <p>Two signed letters of recommendation or appreciation.</p> <hr/> <p>Portfolio submitted on due date.</p>	<p>Portfolio contains limited evidence of projects demonstrating career/technical skills in a presentation. Projects rarely contain verbal reflections and stories of their process that will engage future audiences, college admissions staff, and future employers.</p> <p>Supporting materials are barely original, inventive, and logical.</p> <hr/> <p>Many spelling/grammar errors. Poor verbal and written reflections.</p> <hr/> <p>There are minimal industry certificates, certifications (Adobe, Rhino, lynda.com certs), awards (such as Skills), extra-curricular activities, live work, and/or community service.</p> <hr/> <p>Cover letter and resume is poorly designed, overly decorative, and is barely reflective the student's brand identity. Information is inaccurate and with inadequate detail. Many spelling and grammatical errors.</p> <hr/> <p>There are no signed letters of recommendation or appreciation.</p> <hr/> <p>Portfolio is 1 – 2 days late.</p>
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Creative Process = 20 points. Design Principles = 20 points. Evidence = 20 points. Grammar = 10 points. Resume = 10 points. Letters = 10. Deadline = 10. **Total = 100 points.**

The Creative Process

