

Design Principles Rubric

The Foundations of Design – Design And Visual Communications

	Advanced	Developing	Emerging
<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. <i>Please see Understanding The Elements on the following page.</i></p>	<p>The student demonstrates a highly developed sense of composition and space. Use of The Design Principles to govern the Elements Of Design is strong.</p> <p>Overall, the student shows excellent proficiency in using The Principles Of Design with graphics, layout, and typography.</p>	<p>The student demonstrates a satisfactory awareness of composition and space. Use of the Design Principles to govern the Elements is satisfactory.</p> <p>Overall, there is a satisfactory use of The Principles Of Design with graphics, layout, and typography.</p>	<p>The student demonstrates a limited awareness of composition and space. Use of the Design Principles to govern the Elements is very limited.</p> <p>Overall, there is a limited use of The Principles Of Design with graphics, layout, and typography.</p>
<p>Design Principles (CRAP) affiliated with layout design.</p>	<p>Contrast - Use of light and dark elements creates depth.</p> <p>Repetition – Repeated elements are used throughout the Design.</p> <p>Alignment - Elements are effectively lined up - centered, left, or right.</p> <p>Proximity - Placement of Elements is precise so that the reader can clearly perceive what is important and what is connected. White space is used strategically.</p>	<p>Contrast – Contrast and white space are both evident in the work.</p> <p>Repetition – Repetition is evident, but not a strong component of the work.</p> <p>Alignment - Elements are generally lined up – centered, left, or right.</p> <p>Proximity - Text and graphics are spaced so that related elements are close together. White space is used strategically.</p>	<p>Contrast – Lack of contrast dramatically weakens the work overall.</p> <p>Repetition - Work is disjointed, because of a lack of common elements.</p> <p>Alignment – Elements are not properly aligned.</p> <p>Proximity - Elements are not put together in an organizing fashion, creating a chaotic look. Ineffective use of space.</p>
<p>Design Principles affiliated with multiple fields.</p>	<p>Balance – Design is well balanced. There is evidence of symmetrical (formal) or Asymmetrical</p>	<p>Balance – Design is somewhat balanced. There is evidence of symmetrical (formal) or</p>	<p>Balance – Design is not well balanced. There is no evidence of symmetrical (formal) or</p>

	<p>(informal) balance.</p> <p>Movement and Rhythm – Design shows that there is excellent proficiency in the use of reoccurring elements to direct the movement of the eye through art and design work.</p> <p>Emphasis – Emphasis or dominance creates a focal point. Design shows a visual order-of-importance of all the components of a layout. Special attention is given to one part of the design (for example, a dark shape in a light composition.) <i>Emphasis can be achieved through color, size, shape, and contrast.</i></p> <p>Pattern (if applicable) – There is a regular arrangement of alternated or repeated elements (shapes, lines, colors) or motifs.</p> <p>Unity (Harmony) - The arrangement of elements to give the viewer the feeling that all the parts or the piece form a coherent whole or one. The different parts of this design effectively build on each other to create that feeling of oneness or wholeness (Gestalt).</p>	<p>Asymmetrical (informal) balance.</p> <p>Movement and Rhythm - Design shows that there is some use of reoccurring elements to direct the movement of the eye through art and design work.</p> <p>Emphasis – Emphasis creates a focal point. Design shows some visual order-of-importance of all the components of a layout. Some attention is given to one part of the design (for example, a dark shape in a light composition.)</p> <p>Pattern (if applicable) – There is some arrangement of alternated or repeated elements (shapes, lines, colors) or motifs.</p> <p>Unity (Harmony) - The different parts of this design are starting to build on each other to create that feeling of oneness or wholeness (Gestalt).</p>	<p>Asymmetrical (informal) balance.</p> <p>Movement and Rhythm - Design shows that there is little or no use of reoccurring elements to direct the movement of the eye through art and design work.</p> <p>Emphasis – There is little or no emphasis creating a focal point. There is no visual hierarchy.</p> <p>Pattern (if applicable) – There is little arrangement of alternated or repeated elements (shapes, lines, colors) or motifs.</p> <p>Unity (Harmony) – The different parts of this design do not build on each other to create that feeling of oneness or wholeness (Gestalt).</p>
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Understanding The Elements of Design.

The Foundations of Design – Design And Visual Communications

The Design Principles govern the Elements Of Design, and *when applicable* there should be an effective ability to employ these Elements. Students may use all or some of the elements in any given composition. Definitions are as follows:

Line – Line can be horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, and thin.

Shape – Shape can be 2D/Flat, geometric (square, circle, oval, triangle), organic (all other shapes).

Form – Form can be 3D, geometric (square, circle, oval, triangle), organic (all other forms such as: people, animals, tables, chairs, etc.).

Color – Color refers to wavelengths of light. Color also refers to hue (name), value (lightness and darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Color can also relate to tint, tone, and shade.

Value – Value is the darkness and lightness of a color. White added to a color makes it a tint. Black added to a color makes it a shade.

Texture – Texture is the feel, appearance, thickness, or stickiness of a surface (for example: rough, smooth, silky, furry).

Space – Space is the area around, within, or between images or parts of an image. Relates to perspective, positive, and negative space. Margins around the edge of any given design, video, or Webpage are an important component to using white space, as well as, safe areas.

Size – Size is how big or small something is. In design, size can function, it can attract, or it can organize.

Typography - Typography is the design and use of typefaces as a means of communication. Typefaces are a family of fonts (such as Helvetica Regular, Helvetica Italic, Helvetica Black, and Helvetica Bold). *Please note: Typography is not listed as an element in the Design And Visual Communications frameworks.*

An example of advanced use of the elements would be:

Color – Color palettes enhances the meaning of the design projects. Knowledge of color wheel and color harmonies must be evident. There should be no color clashing or cluttering.

Typography – Fonts help to create a strong verbal and visual connection within the work. All font choices and sizes must be appropriate. Titles, subheadings, and text should be displayed in various sizes that reflect the content hierarchy. There should be no distractions and/or an over use of font choices. Consistency through use of style sheets is evident. There are no widows or orphans.

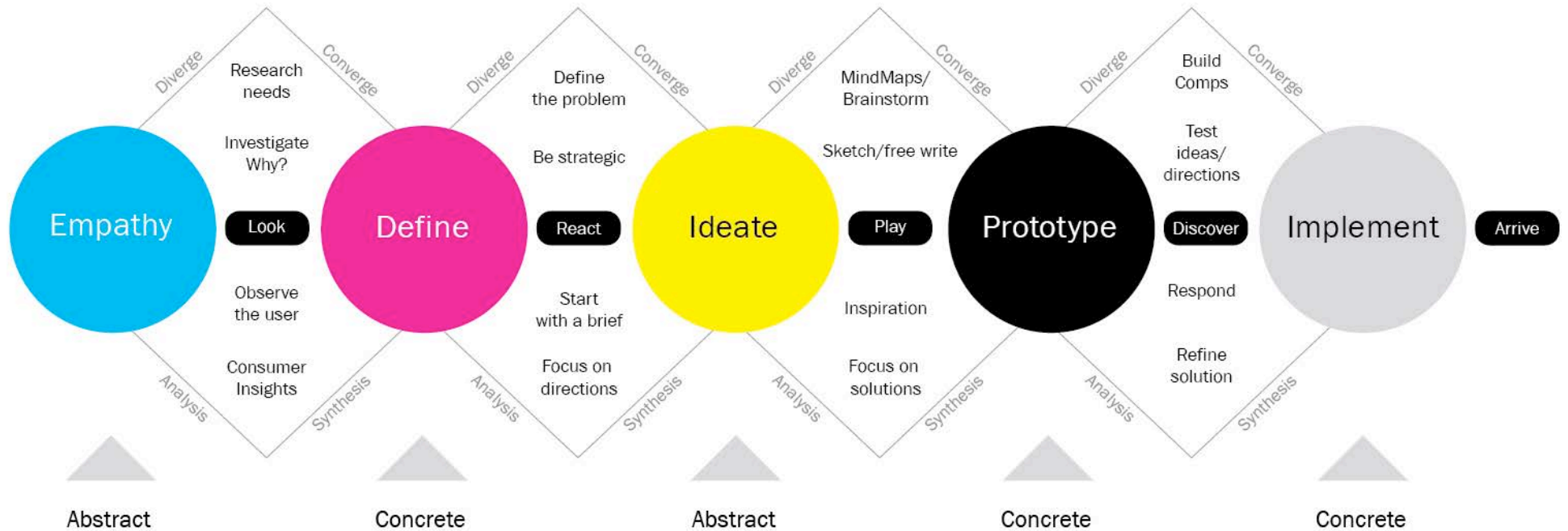
Creative Process Rubric

Empathize | Define | Ideate | Present

	Advanced	Developing	Emerging
<p>Empathy – Ability to define the target audience. Research needs. Investigate why? Observe the user, tell stories, and gain consumer insights.</p>	<p>The student demonstrates a highly developed sense and strong comprehension of the empathy phase. Use of evidence based on consumer needs is advanced.</p>	<p>The student demonstrates a satisfactory awareness of the empathy phase. Use of evidence based on consumer needs is developing.</p>	<p>The student demonstrates a limited awareness of the empathy phase. Use of evidence based on consumer needs is very limited.</p>
<p>Define Problem – Ability to focus on directions based on research. Start with a brief. Be strategic.</p>	<p>The student demonstrates a highly developed sense of defining the problem and gaining consumer insights. Students are highly strategic in their approach.</p>	<p>The student demonstrates a satisfactory awareness of defining the problem and gaining consumer insights. Students are somewhat strategic in their approach.</p>	<p>Student does not focus on directions based on research. Overall, there is little evidence of defining the problem strategically.</p>
<p>Ideation – Ability to show evidence of participation in the ideation phase, which can include evidence of sketches, mind maps, play, brainstorming, word play, and inspiration from competitors. Focus on solutions.</p>	<p>Overall, the student shows excellent proficiency and evidence of their participation in the ideation process. Evidence of sketches, mind maps, word banks, consumer insights, and inspiration from competitors is strong. Students are able to strategically build engaging solutions.</p>	<p>The student shows satisfactory evidence of their participation in the ideation process. There is some evidence of sketches, mind maps, and inspiration from competitors. Students are able to build engaging solutions.</p>	<p>The student shows limited evidence of their participation in the ideation process. There is little evidence of participation in the ideation process.</p>
<p>Presentation – Ability to give a compelling introduction, make 3 main points that gets the attention of the audience, and end with a strong conclusion which is based on evidence and research. Student stays within allotted timeframe.</p>	<p>The student gives a compelling presentation based on evidence and research. Main points are clear and organized effectively. Supporting materials are original and logical. Student stays within the allotted timeframe.</p>	<p>The student gives a satisfactory presentation based on evidence and research. Main points are somewhat clear and organized. Supporting materials are logical. Time frame is somewhat kept.</p>	<p>The student gives a poor presentation. Main points are not clear and organized. Supporting materials are not evident. Student goes over the allotted timeframe.</p>

Empathy = 40 points. Define = 20 points. Ideation = 20 points. Presentation = 20 points. **Total = 100 points.**

The Creative Process



Branding Identity

Dimension	Advanced 20 – 16 Points	Proficient 15 - 11 Points	Needs Improvement 10 - 6 Points	Warning/Failing 5 - 0 Points
Concept Development	Extremely creative, effective, and imaginative. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	There is clear evidence of originality and inventiveness. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	Originality and inventiveness is barely evident or limited. Student barely explores the creative process. Little evidence is provided.	There is little or no evidence of original thought. Student did not explore the creative process or concept phase of this project.
Typography	Chosen fonts are appropriate, legible, and fit the project extremely well. Display excellent use of headings, paragraph spacing, leading and tracking choices. Documents use fonts consistently across all materials.	Chosen fonts are appropriate, legible, and fit the project extremely well. Proficient use of headings, paragraph spacing, leading and tracking choices. Documents use fonts consistently across all materials.	Fonts are neither consistent nor appropriate. There are more than three fonts in the document. There is little thought given to the typographic process.	Fonts are not appropriate. Student has used the default settings. There are more than three fonts in the document. There is no thought given to the typographic process.
Design Principles	There is excellent proficiency in using The Principles Of Design with Graphics, Layout, and Typography.	There is a satisfactory use of The Principles Of Design with Graphics, Layout, and Typography.	There is limited use of The Principles Of Design with Graphics, Layout, and Typography.	There is limited or no use of The Principles Of Design with Graphics, Layout, and Typography.
Production (Use Of Tools)	Excellent match of software. Strong use of grids, columns, and style sheets. Copy is linked to an appropriate number of text boxes. Correct file formats, resolution and outsourcing techniques are demonstrated.	Software enhances project. Sufficient use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Sufficient file formats, resolution and outsourcing techniques are demonstrated.	Poor match of software. Limited use of grids, columns, and style sheets. There are multiple text boxes used. Insufficient file formats, low-resolution graphics and poor outsourcing considerations.	Poor match of software. No use of grids, columns, and style sheets. There are multiple text boxes used. Incorrect file formats, low-resolution graphics and no outsourcing considerations.
Effort (Time On Task)	Project was completed with substantial effort. Student went above and beyond what was required.	Project was completed with substantial effort. Student met all the requirements.	Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.	Project is incomplete. No class participation. Student did not stay on task.

Each dimension is worth 20 points for a total of 100 points.

Web Development Plan Presentation Rubric				
Dimension	Advanced 10 – 8 points	Proficient 7 – 5 points	Needs Improvement 5 - 3 points	Warning/Failing 2 – 0 points
Oral Presentation				
Oral delivery	Speech is clear and at an adequate volume. Word choice is appropriate for the audience and filler words are not used. Variations in tone, volume and intonation are used to retain attention. Eye contact is appropriately maintained with audience.	The majority of speech is clear and at an adequate volume. Word choice is appropriate for the audience and few filler words are used. Eye contact is maintained with little reading off slides.	The majority of speech is unclear and volume is inadequate. Word choice is not always appropriate for the audience and filler words are used often. Speech is monotone with little expression and read from slides without eye contact.	Little or no oral expression is offered.
Organization	The speech is logical in order of concepts presented. Devices such as attention getters, transitions, and a closing call to action are used. Persuasive techniques are used in a compelling manner.	The speech is logical in order of concepts presented. An attempt is made to employ devices such as attention getters, etc. Some persuasive techniques are used.	The speech is fragmented at times. Few if any devices such as attention getters, etc are used. No persuasive techniques are used.	Speech is illogical in progression. There is no use of public speaking techniques.
Presentation				
Technical quality	Each slide presents a clear key idea. Slides are readable and do not contain excessive decoration or text (7 by 7 rule). Design is consistent and appropriate for	Most slides present a clear key idea. Slides are readable and most do not contain excessive decoration or text. Design is consistent and appropriate for	Many slides do not present a clear key idea. Slides are difficult to read, contain excessive decoration or text, and spelling and or grammar errors are present. Design	Few if any slides are produced. They are inconsistent and contain errors.

	audience.	audience.	is inconsistent and/or inappropriate for audience.	
Collaboration	All team members present at least one slide. It is obvious that roles have been fulfilled and specialized guidance has been provided to teammates.	All team members present at least one slide. There is some evidence that roles have been fulfilled and some guidance has been provided to teammates.	Some team members do not present at least one slide. There is evidence that some roles have not been fulfilled and there is no evidence of collaboration.	No evidence of any collaboration either in development or delivery of presentation is observed.
Web Mockup				
Appearance	The page(s) is/are readable, use color, contrast, and images effectively, and free of errors. Layout is logical and appealing to target audience. Specific devices are used to grab attention and call the viewer to action.	The page(s) is/are readable, use color, contrast, and images effectively, and free of errors. Layout is logical and appealing to target audience.	Some text is unreadable. No understanding of color and contrast is demonstrated. Errors are present. Navigation is difficult. No consideration of a target audience. Copyrighted images are used.	Page is incomplete.
Functionality	A home page and at least one other page are linked. Dynamic elements are included that appeal to the target audience. A clear navigation map outlines the proposed site.	A home page and at least one other page are linked. A clear navigation map outlines the proposed site.	A single page or a non-html mockup is produced. Navigation map is unclear or incomplete.	No page or navigation map is produced.

Each Dimension is worth 10 points for a total of 60 points. This score will be added to the Web Development Plan score for a possible 100 points total for each student.

Publication Design

Dimension	Advanced 20 – 16 Points	Proficient 15 - 11 Points	Needs Improvement 10-6 Points	Warning/Failing 5 - 0 Points
Concept Development	Extremely creative, effective, and imaginative. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	There is clear evidence of originality and inventiveness. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	Originality and inventiveness is barely evident or limited. Student barely explores the creative process. Little evidence is provided.	There is little or no evidence of original thought. Student did not explore the creative process or concept phase of this project.
Typography	Chosen fonts are appropriate, legible, and fit the project extremely well. There are consistent headings, subheads, paragraph spaces, as well as, excellent use of leading and tracking choices. There are no widows or rivers.	Chosen fonts are appropriate, legible, and fit the project well. There are consistent headings, subheads, paragraph spaces, as well as, proficient use of leading and tracking choices. There are no widows or rivers.	Fonts are neither consistent nor appropriate. There are more than three fonts in the document. There is little thought given to the typographic process.	Fonts are not appropriate. Student has used the default settings. There are more than three fonts in the document. There is no thought given to the typographic process.
Design Principles	There is excellent proficiency in using The Principles Of Design with Graphics, Layout, and Typography.	There is a satisfactory use of The Principles Of Design with Graphics, Layout, and Typography.	There is limited use of The Principles Of Design with Graphics, Layout, and Typography.	There is limited or no use of The Principles Of Design with Graphics, Layout, and Typography.
Production (Use Of Tools)	Excellent match of software. Strong use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Correct file formats and outsourcing techniques.	Software enhances project. Sufficient use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Sufficient file formats and outsourcing techniques.	Poor match of software. Limited use of grids, columns, and style sheets. There are multiple text boxes used. Insufficient file formats and poor outsourcing considerations.	Poor match of software. No use of grids, columns, and style sheets. There are multiple text boxes used. Incorrect file formats, and no outsourcing considerations.
Effort (Time On Task)	Project was completed with substantial effort. Student went above and beyond what was required.	Project was completed with substantial effort. Student met all the requirements.	Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.	Project is incomplete. No class participation. Student did not stay on task.

Each dimension is worth 20 points for a total of 100 points.

	<p>Movement and Rhythm – Design shows that there is excellent proficiency in the use of reoccurring elements to direct the movement of the eye through art and design work.</p> <p>Emphasis – Emphasis or dominance creates a focal point. Design shows a visual order-of-importance of all the components of a layout. Special attention is given to one part of the design (for example, a dark shape in a light composition.) <i>Emphasis can be achieved through color, size, shape, and contrast.</i></p> <p>Pattern (if applicable) – There is a regular arrangement of alternated or repeated elements (shapes, lines, colors) or motifs.</p> <p>Unity (Harmony) - The arrangement of elements to give the viewer the feeling that all the parts or the piece form a coherent whole or one. The different parts of this design effectively build on each other to create that feeling of oneness or wholeness (Gestalt).</p>	<p>Movement and Rhythm - Design shows that there is some use of reoccurring elements to direct the movement of the eye through art and design work.</p> <p>Emphasis – Emphasis creates a focal point. Design shows some visual order-of-importance of all the components of a layout. Some attention is given to one part of the design (for example, a dark shape in a light composition.)</p> <p>Pattern (if applicable) – There is some arrangement of alternated or repeated elements (shapes, lines, colors) or motifs.</p> <p>Unity (Harmony) - The different parts of this design are starting to build on each other to create that feeling of oneness or wholeness (Gestalt).</p>	<p>Movement and Rhythm - Design shows that there is little or no use of reoccurring elements to direct the movement of the eye through art and design work.</p> <p>Emphasis – There is little or no emphasis creating a focal point. There is no visual hierarchy.</p> <p>Pattern (if applicable) – There is little arrangement of alternated or repeated elements (shapes, lines, colors) or motifs.</p> <p>Unity (Harmony) – The different parts of this design do not build on each other to create that feeling of oneness or wholeness (Gestalt).</p>
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Web Design – Sitemap

	Advanced	Developing	Emerging
Organization	The site is organized in a logical manner with an identifiable scheme. Navigation is optimized so as to minimize the number of clicks necessary to reach a page.	The site is organized in a logical manner. No planned navigation scheme is identifiable.	The site does not follow any logical organization. No planned navigation scheme is identifiable.
Layout	All required pages are included with clear link relationships. Pages are clearly labeled with descriptive names.	Most of the required pages are included with link relationships. Most pages are clearly labeled.	A few required pages are mapped with link relationships, but many are missing. Pages are labeled with generic, non-descriptive, or confusing names.

Web Design – Wireframes

	Advanced	Developing	Emerging
Organization	Wireframes clearly define the well-planned information hierarchy of each page type. Each page element is labeled clearly with descriptive names.	Information hierarchy is inconsistent or unclear. Not all elements are clearly labeled.	A visual representation is provided but the information hierarchy is unclear and unlabeled.
Layout	Clear graphical representations are used to communicate scale, position, and shape of all elements	Graphical representations are inconsistent or unclear.	Graphical representations of content elements are not used.

Web Design - Website

	Advanced	Developing	Emerging
Design	The design of the Website is consistent and incorporates effective use of the Principles of Design.	The design of the site shows some evidence of consideration for the Principles of Design.	Little or no understanding of the Principles of Design is evident.
Coding	Code syntax is without error. Cascading styles are used instead of HTML tags for formatting and layout. Code is efficient and commented where beneficial.	Code syntax contains minor errors that do not significantly impact function or form. Cascading styles are used, but some HTML tags for formatting and layout are used where CSS would be appropriate. Some code is inefficient and comments are rarely or never used.	Code syntax contains errors that significantly impact function or form. Cascading styles are not used, or incorrectly used.
Text	Clear, concise, well written, with no grammar or spelling errors. Text is written for an identifiable target audience and is organized for search engine optimization. Chunking and inverted pyramid strategies are employed where appropriate.	Clear, concise, with less than 5 grammar or spelling errors. Some text is written for an identifiable target audience. Chunking and inverted pyramid strategies are employed where appropriate.	More than 5 grammar or spelling errors. No target audience is identifiable.
Images	Images relate strongly to text. Alternate text is used for accessibility. Images are optimized for fast loading and minimal storage size without degradation. Size, resolution, cropping, hue, etc. of images is logical and contributes to a consistent design theme. All Images are original student work, provided by the client, or used with appropriate attribution from public domain sources.	Images relate to text. Alternate text is not used. Images are optimized for fast loading and minimal storage size without degradation. Some Images are original student work, provided by the client, or used with appropriate attribution from public domain sources. Some images are unsourced or copyrighted used without permission	Images do not directly relate to text. Alternate text is not used. Images are not optimized. Degraded images or images with inadequate resolution are used. No Images are original student work. Images are unsourced or copyrighted used without permission

Photography

Dimension	Advanced 4	Proficient 3	Needs Improvement 2	Warning/Failing 1
Technical	Sharp focus on primary object or center of interest, properly exposed to reveal texture in both shadows and highlights as needed, good choice of shutter and aperture to control depth and motion in the photo. Lighting is adequate or has been managed using flash or fill or different camera angle.	Photo has minor technical points that distract from the message. Blur is OK if it adds to the message but not if it distracts. Photo could use more attention to exposure, lighting, focus or some camera adjustment that was possible at the time of the shot or after in the software.	Subject is partially in focus. Depth of field does not compliment subject. Photo seems to have been set on auto where control of ISO, flash, exposure, focus and shutter or aperture are not managed. Technical changes to this photo would make it better.	Subject is not in focus. Depth of field does not compliment subject. Snapshot quality with camera motion blur from holding it incorrectly. Lighting problems that could have been managed. Exposure is a problem that is something that photographer should have managed.
Composition	Image has assembled elements well. Good camera angle and choice of vantage point, good selection between vertical or horizontal orientation, close enough to subject to include only necessary elements, cropped if necessary, good use of frame, placement of center of interest, thirds used correctly, horizon is level. Attention to detail is obvious with few distractions from center of interest seen in photo. Photo clearly shows thought.	Image has clear center of interest where the viewer's eye moves. Minor changes such as cropping or a slight change in camera angle would make photo better. More attention to details is needed to make this photo work better.	No clear center of interest. Photo has many different eye catching elements that confuse the message of the photo. Detail errors such as a slanted horizon or not being close enough to the subject distract from impact of photo.	Image is a snapshot with what appears to have been little thought to subject placement. Appears to have been a reaction photo where the subject has been placed dead center.
Craftsmanship (image processing)	The photo(s) color and level adjustments are correct. Student makes effective or innovative use of layers and selective adjustments.	The photo(s) are in need of either color or level adjustments. Student makes use of layers and selective adjustments.	The photo(s) are in need of color or level adjustments. Student makes little or incorrect use of layers and selective adjustments.	The photo(s) are in need of both color and level adjustments. Student makes no use of layers or selective adjustments.
Creativity / Effort	Evidence of deliberate coordination of technical and aesthetic elements. Technical elements (such as choice of shutter speed, adjustment of aperture, etc.) and aesthetic choices (framing, composition, etc.) compliment one another in a manner that shows planning or forethought.	Some evidence of coordination of technical and aesthetic elements. Technical elements (such as choice of shutter speed, adjustment of aperture, etc.) and aesthetic choices (framing, composition, etc.) compliment one another in a manner that shows some planning or forethought.	Little evidence of deliberate coordination of technical and aesthetic elements. Technical elements (such as choice of shutter speed, adjustment of aperture, etc.) and aesthetic choices (framing, composition, etc.) compliment one another in a manner that shows little planning or forethought.	No evidence of planning or forethought. Technical and aesthetic elements do not compliment or conflict with one another.

Advertising Campaign

Must design a minimum of three print advertisements. Concept must also be visible in one other media outlet.

Dimension	Advanced 10 – 8 Points	Proficient 7 - 5 Points	Needs Improvement 5 - 3 Points	Warning/Failing 2 - 0 Points
Concept Development	Extremely creative, effective, and imaginative. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	There is clear evidence of originality and inventiveness. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	Originality and inventiveness is barely evident or limited. Student barely explores the creative process via sketches, mood samples, competitor research, storyboards, or brainstorming methods. Little evidence is provided.	There is little or no evidence of original thought. Student did not explore the creative process.
Clarity Of Message	Client’s message is big, bold, compelling, and multilayered. Message can be carried through to multiple media.	There is a satisfactory ability to portray a client’s message. Message can be carried through to multiple media.	Message is clear, but fails to go beyond something simple or obvious. Message does not have longevity.	Message is absent or contradictory. Message is not multilayered.
Design Principles	There is excellent proficiency in using The Principles Of Design with Graphics, and Layout.	There is a satisfactory use of The Principles Of Design with Graphics, and Layout.	There is limited use of The Principles Of Design with Graphics, and Layout.	There is limited or no use of The Principles Of Design with Graphics, and Layout.
Production (Use Of Tools)	Excellent match of software. Strong use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Correct file formats and outsourcing techniques.	Software enhances project. Sufficient use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Sufficient file formats and outsourcing techniques.	Poor match of software. Limited use of grids, columns, and style sheets. There are multiple text boxes used. Insufficient file formats and poor outsourcing considerations.	Poor match of software. No use of grids, columns, and style sheets. There are multiple text boxes used. Incorrect file formats, and no outsourcing considerations.

Effort (Time On Task)	Project was completed with substantial effort. Student went above and beyond what was required.	Project was completed with substantial effort. Student met all the requirements.	Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.	Project is incomplete. No class participation. Student did not stay on task.
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Each dimension is worth 10 points for a total of 50 points or scaled to 100 points.

Mechanical Layout Design

For COPS Testing

Dimension	Advanced 10 – 8 Points	Proficient 7 - 5 Points	Needs Improvement 4 - 3 Points	Warning/Failing 2 - 0 Points
Typography	Chosen fonts are consistent, legible, and replicate the project extremely well. There are consistent headings, subheads, paragraph spaces, as well as, excellent use of leading and tracking choices. There are no widows or rivers.	Chosen fonts are consistent, legible, and replicate the project well. There are consistent headings, subheads, paragraph spaces, as well as, proficient use of leading and tracking choices. There are no widows or rivers.	Fonts choices are neither appropriate nor consistent with the original design. There are more than three fonts in the document. There is little thought given to the typographic process.	Fonts are not appropriate. Student has used the default settings. There are more than three fonts in the document. There is no thought given to the typographic process.
Design Principles	There is excellent proficiency in using The Principles Of Design with Graphics, CRAP, and Layout.	There is a satisfactory use of The Principles Of Design with Graphics, CRAP, and Layout.	There is limited use of The Principles Of Design with Graphics, CRAP, and Layout.	There is limited or no use of The Principles Of Design with Graphics, CRAP, and Layout.
Ability To Replicate Design Accurately	Student was able to replicate the entire design accurately.	Student was able to replicate most of the design accurately.	Student was barely able to replicate the design.	Student did not match the design in many areas.
Production (Use Of Tools)	Excellent match of software. Strong use of grids, columns, and style sheets. Body copy is linked to one single text box. Correct file formats and outsourcing techniques.	Software enhances project. Sufficient use of grids, columns, and style sheets. Body copy is linked to one single text box. Sufficient file formats and outsourcing formats.	Poor match of software. Limited use of grids, columns, and style sheets. There are multiple text boxes. Insufficient file formats and poor outsourcing considerations.	Poor match of software. No use of grids, columns, and style sheets. There are multiple text boxes. Incorrect file formats, and no outsourcing considerations.

<p>Effort (Time On Task)</p>	<p>Project was completed with substantial effort. Student went above and beyond what was required.</p>	<p>Project was completed with substantial effort. Student met all the requirements.</p>	<p>Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.</p>	<p>Project is incomplete. No class participation. Student did not stay on task.</p>
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Typography = 10 Points. Design Principles = 10 Replication of Design = 10 points. Production = 10 points. Effort = 10 points. Total = 50 points.

Please see my Typographic checklist!

Student Name

Graded By Student Name

Dimension	Advanced 10 – 8 Points	Proficient 7 - 5 Points	Needs Improvement 4 - 3 Points	Warning/Failing 2 - 0 Points
Typography				
Design Principles				
Ability To Replicate Design Accurately				
Production (Use Of Tools)				
Effort (Time On Task)				

Typography = 10 Points. Design Principles = 10 Replication of Design = 10 points. Production = 10 points. Effort = 10 points. Total = 50 points.

Photoshop/Illustrator Rubric

Must produce a minimum of three concepts.

Dimension	Advanced 20 – 18 Points	Proficient 7 - 5 Points	Needs Improvement 5 - 3 Points	Warning/Failing 2 - 0 Points
Concept Development	Extremely creative, effective, and imaginative. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	There is clear evidence of originality and inventiveness. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	Originality and inventiveness is barely evident or limited. Student barely explores the creative process via sketches, mood samples, competitor research, storyboards, or brainstorming methods. Little evidence is provided.	There is little or no evidence of original thought. Student did not explore the creative process.
Design Principles	There is excellent proficiency in using the Principles and Elements of Design.	There is a satisfactory proficiency in using the Principles and Elements of Design.	There is limited use of the Principles and Elements of Design.	There is limited or no use of the Principles and Elements of Design.
Production (Use Of Tools)	Software enhances project. Student also has a strong comprehension of the software. Correct file formats and outsourcing techniques.	Software enhances project. Student also has a sufficient comprehension of the software. Correct file formats and outsourcing techniques.	Software does not enhance project. Student has a poor comprehension of the software. Insufficient file formats and poor outsourcing considerations.	Software does not enhance project. Student has very little comprehension of the software. Insufficient file formats and poor outsourcing considerations.
Effort (Time On Task)	Project was completed with substantial effort. Student went above and beyond what was required.	Project was completed with substantial effort. Student met all the requirements.	Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.	Project is incomplete. No class participation. Student did not stay on task.

Each dimension is worth 10 points for a total of 40 points.

Adobe Certification Practice – Related Grade

Adobe Certification workshops normally take place in the mornings. *Students are expected to follow instructor's exemplars.*

Dimension	Advanced 10 – 8 Points	Proficient 7 - 5 Points	Needs Improvement 4 - 3 Points	Warning/Failing 2 - 0 Points
Ability To Replicate Lesson Accurately	Student was able to replicate the entire lesson accurately. All of the topics or steps were completed.	Student was able to replicate most of the lesson accurately. Most of the topics or steps were completed.	Student was barely able to replicate the lesson. Some of the topics or steps were completed.	Student did not match the lesson in many areas. Few or none of the topics or steps were completed.
Production (Use Of Tools)	Excellent match of software. Correct file formats and outsourcing techniques.	Software enhances project. Sufficient file formats and outsourcing formats.	Poor match of software. Insufficient file formats and poor outsourcing considerations.	Poor match of software. Incorrect file formats, and no outsourcing considerations.
Effort (Time On Task)	Project was completed with substantial effort. Student went above and beyond what was required.	Project was completed with substantial effort. Student met all the requirements.	Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.	Project is incomplete. No class participation. Student did not stay on task.

Replication of Lesson = 10 points. Production = 10 points. Effort = 10 points. Total = 30 points.

Editorial Design

Student's concept must also be visible in iPad format for presentation purposes.

Dimension	Advanced 10 – 8 Points	Proficient 7 - 5 Points	Needs Improvement 4 - 3 Points	Warning/Failing 2 - 0 Points
Concept Development	Extremely creative, effective, and imaginative. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	There is clear evidence of originality and inventiveness. Student explores the creative process via sketches, mood boards, competitor research, storyboards, or brainstorming methods. Evidence is provided.	Originality and inventiveness is barely evident or limited. Student barely explores the creative process. Little evidence is provided.	There is little or no evidence of original thought. Student did not explore the creative process or concept phase of this project.
Typography	Chosen fonts are appropriate, legible, and fit the project extremely well. There are consistent headings, subheads, paragraph spaces, as well as, excellent use of leading and tracking choices. There are no widows or rivers.	Chosen fonts are appropriate, legible, and fit the project well. There are consistent headings, subheads, paragraph spaces, as well as, proficient use of leading and tracking choices. There are no widows or rivers.	Fonts are neither consistent nor appropriate. There are more than three fonts in the document. There are inconsistent headings, subheads, paragraph spaces, as well as, proficient use of leading and tracking choices. There is little thought given to the typographic process.	Fonts are not appropriate. Student has used the default settings. There are more than three fonts in the document. There is no thought given to the typographic process.
Design Principles	There is excellent proficiency in using The Principles Of Design with Graphics, Layout, and Typography.	There is a satisfactory use of The Principles Of Design with Graphics, Layout, and Typography.	There is limited use of The Principles Of Design with Graphics, Layout, and Typography.	There is limited or no use of The Principles Of Design with Graphics, Layout, and Typography.
Production (Use Of Tools)	Excellent match of software. Strong use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Correct file formats and	Software enhances project. Sufficient use of grids, columns, and style sheets. Minimal text boxes are used. Body copy is linked to an appropriate number of text boxes. Sufficient file formats	Poor match of software. Limited use of grids, columns, and style sheets. There are multiple text boxes used. Insufficient file formats and poor outsourcing considerations.	Poor match of software. No use of grids, columns, and style sheets. There are multiple text boxes used. Incorrect file formats, and no outsourcing considerations.

	outsourcing techniques.	and outsourcing techniques.		
Effort (Time On Task)	Project was completed with substantial effort. Student went above and beyond what was required.	Project was completed with substantial effort. Student met all the requirements.	Project is complete with minimal effort. Student was barely on task. Work is somewhat careless.	Project is incomplete. No class participation. Student did not stay on task.

Each dimension is worth 10 points for a total of 50 points. Points maybe scaled to 100 points.

Please see my Design Principles and Typographic checklist!

