

| GRADING RUBRIC
+ PHILOSOPHY .



GRADING RUBRIC OVERVIEW

	F = Draft Quality	D = Developing	C = Meets Expectations	B = Above Average	A = Stellar
1. DESIGN PROCESS.	3 point	6 points	9 points	12 points	15 points
2. EXPERIMENTATION.	1 point	2 points	3 points	4 points	5 points
3. FORMAL QUALITIES.	1 points	5 points	10 points	15 points	20 points
4. TYPOGRAPHY / HIERARCHY / EMPHASIS.	1 point	2 points	3 points	4 points	5 points
5. FLOW / RHYTHM, MOVEMENT.	1 point	2 points	3 points	4 points	5 points
6. CREATIVITY & UNIQUENESS.	1 point	2 points	3 points	4 points	5 points
7. VISUAL LANGUAGE & VOICE.	1 point	2 points	3 points	4 points	5 points
8. MEANING, CONCEPT, & CONTEXT.	1 point	2 points	3 points	4 points	5 points
9. TECHNICAL SKILLS & LIFE-LONG LEARNING.	1 point	2 points	3 points	4 points	5 points
10. CRAFT & PRESENTATION.	1 point	2 points	3 points	4 points	5 points
11. CRITIQUES & TIMELINESS.	1 point	2 points	3 points	4 points	5 points
12. SELF INITIATION & TIME MANAGEMENT.	0 points	4 points	6 points	8 points	10 points
13. PARTICIPATION + STUDIO CULTURE	1 point	2 points	3 points	4 points	5 points
14. COMMUNICATION. CONFIDENCE. PROFESSIONALISM.	1 point	2 points	3 points	4 points	5 points



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1. DESIGN PROCESS.

Includes: Research / Ideation / Multiple drafts / Time Management.

3 point

The work has not been developed sufficiently and is in a draft state. The design work is struggling to display evidence of satisfactory design process, research, and ideation. The work may be lacking satisfactory consideration of multiple drafts and/or research is not applied to final solutions. The work may not demonstrate satisfactory evidence of time management.

6 points

The work attempts to consider design process, research, and ideation but is not successful in finishing or resolving these objectives. The design work may attempt to consider multiple drafts but is not successful in finishing or resolving objectives. The work may attempt to consider time management but is not successful in organizing and scheduling for appropriate timelines.

9 points

The work exhibits an average level of design process, research, and ideation. The work may implement an average level of multiple drafts to a solution. The work may exhibit an average level of ability to manage time.

12 points

The work exhibits a high level of design process, research, and ideation. Student may research designers, and takes risks. The work may consider and apply multiple drafts to a solution. Student may have adequately managed their time and may have met deadlines exhibiting a professional technique for keeping up with their time and assignments.

15 points

The work exhibits an active and tenacious spirit towards the design process, research, and ideation. Student engages in process, their sketchbook, and all processes and research surrounding creativity, art, and design. Student goes above and beyond applying their knowledge to multiple drafts. Student is consistently looking up designers, inspiration, and other design research. Student takes calculated risks. The student enthusiastically creates numerous drafts for an assignment considering a large range of completely different solutions. [For example, while working on a design the student may have experimented with 50-100 variations before settling on a final direction.] The student has an exceptional ability to manage their time and has met deadlines. Student is professional and give earnest consideration to the time it takes to create successful work. Student keeps a planner, writes notes in class, and keeps a diligent record of their progress and time needed to go above and beyond with the assignment guidelines.

2. EXPERIMENTATION.

1 point

The work has not been developed to display evidence of satisfactory experimentation and implementation. The work struggles to take calculated risks and apply them successfully.

2 points

The work attempts to consider experimentation and implementation but is not successful in finishing or resolving these objectives.

3 points

The work meets expectations for an average level of experimentation and implementation.

4 points

The work exhibits a prominent level of experimental techniques and implements these techniques successfully. Student considers pushing boundaries, non-traditional solutions, and takes risks.

5 points

The work shows an exceptional understanding of experimentation and how taking calculated risks can increase ability to create meaningful work. The student pushes traditional boundaries and concepts thinking outside of the box. The student considers multiple non-traditional solutions and applies them successfully considering the elements and principles of design.

3. FORMAL QUALITIES:

1 points

The work struggles to show evidence of successful theories or practices that support satisfactory formal qualities, including implementing the elements and principles of design. The work may struggle to show satisfactory evidence of color relationships and/or design principles.

5 points

The work attempts to consider and apply the elements and principles of design but it is not resolved. The work may attempt to consider color relationships and/or design principles, but may not be successful in finishing or resolving these techniques.

10 points

The work exhibits average achievement with the application of the elements and principles of design. The work may exhibit an average level of ability to consider color relationships and/or design principles.

15 points

The work exhibits high quality achievement with the application of the elements and principles of design. The work may exhibit a high level of ability to consider color relationships and/or design principles.

20 points

The work exhibits sophisticated achievement with the application of the elements and principles of design. The work displays imagery that holds the visual gaze and considers dynamic space. Student has a vigorous understanding of color relationships. Student is not afraid to take risks and apply color combinations meticulously over a series considering different options.

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4. TYPOGRAPHY / HIERARCHY / EMPHASIS. Includes: typography, letter and line spacing, & hierarchy	1 point The work does not exhibit evidence of satisfactory typographic considerations. The work is struggling to utilize effective elements and principles of design.	2 points The work is developing and attempts to consider typographic considerations but is not successful in finishing or resolving these objectives.	3 points The work exhibits an average level of typographic styling and implementation. Student is considering typographic principles and is meeting expectations.	4 points The work exhibits a high level of typographic styling and implementation. Student considers multiple drafts, researches typefaces, and takes risks.	5 points The work exhibits an excellent level of typographic considerations. The student considers multiple drafts of typographic implementation, exhibits a sophisticated range of experimentation with type, typographic styling, hierarchy, line spacing [leading], letter spacing [kerning and tracking], contrast, rhythm, negative space, margins, and other typographic considerations. The student understands how to take risks and also utilize these elements and also create a highly unified system, composition, and aesthetic.
5. FLOW / RHYTHM, MOVEMENT. Includes: layout / experimentation with layout.	1 point The work does not demonstrate evidence of satisfactory flow, and experimentation with layout.	2 points The work attempts to consider flow, and experimentation with layout but is not successful in achieving these characteristics.	3 points The work exhibits an average level of flow, and experimentation with layout.	4 points The work exhibits a high level of flow, and experimentation with layout. The composition is full of movement but unified. The work considers layout systems and negative space.	5 points The work displays excellent flow, translating typographic forms, imagery, and visual language across a layout using the formal theories and practices that support excellent design. The work considers experimentation with layout, rhythm, negative space, balance, harmony, and holds the viewers gaze. The work is an excellent example of how flow effects layout systems and negative space.
6. CREATIVITY & UNIQUENESS.	1 point The work does not display evidence of satisfactory creativity, and uniqueness.	2 points The work attempts to consider and apply creativity, and uniqueness.	3 points The work considers a level of creativity, and uniqueness.	4 points The work considers and applies a superior level of creativity, and uniqueness.	5 points The work achieves a significant level of creativity, and uniqueness by offering points of view that are original in nature. The work is full of untraveled points of view and perspectives.
7. VISUAL LANGUAGE & VOICE.	1 points The work does not show evidence of the development of satisfactory visual language and/or voice.	2 points The work attempts to consider and apply visual language and/or voice.	3 points The work considers an average level of visual language and/or voice.	4 points The work considers and applies a high level of visual language and/or voice.	5 points The work achieves a significant level of visual language and/or voice actively transforming the work into sophisticated visual form utilizing the students own language as a maker and allowing it to transfer to their work.
8. MEANING, CONCEPT, & CONTEXT.	1 point The work does not demonstrate sufficient evidence of satisfactory meaning or concept.	2 points The work attempts to consider and apply meaning but it is not displayed in visual forms or evident otherwise.	3 points The work considers and applies meaning to visual forms.	4 points The work considers and applies a dynamic range with regard to meaning and concept.	5 points The work achieves a dynamic range of depth incorporating meaning and concept. The work considers and displays evidence of knowledge of contemporary and historical concepts that govern the forces that exist within art and design cultures.

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9. TECHNICAL SKILLS & LIFE-LONG LEARNING.	1 point The work does not display evidence of satisfactory technical skill or life-long learning.	2 points The individual's work attempts to consider and apply technical ability and life-long learning.	3 points The individual meets expectations and applies a level of technical skills and life-long learning to their work.	4 points The individual applies a high level of life-long learning, and technical ability.	5 points The individual displays their understanding of life-long learning by researching creative tutorials, software, and applying these skills to projects in class. The individual actively embraces technology and active learning. The work demonstrates expectational technical ability considering file resolution, die lines, bleeds, color profiles, and a proficiency of other important technical qualities.
10. CRAFT & PRESENTATION.	1 point The work does not exhibit satisfactory evidence of craft, technique, presentation, and the ability to prototype.	2 points The work attempts to consider craft, technique, presentation, and the ability to prototype but it is not successful in finishing or resolving these techniques.	3 points The work exhibits an average level of craft, technique, presentation, and ability to prototype.	4 points The work exhibits a favorable level of craft, technique, presentation, and ability to prototype. Student is ready for critiques.	5 points The work meticulously presents a consistent range in craft, technique, presentation, and ability to prototype. Student prints, trims, and prepares work in plenty of time before draft and final critiques.
11. CRITIQUES & TIMELINESS. Present for critiques and is work on time?	1 points The design work is late and/or incomplete and is struggling to meet deadlines and critiques.	2 points The design work is late and although student is developing the overall results are struggling to meet critique expectations.	3 points The design work is meeting deadlines and is available for critiques. Work is prepped and trimmed for critiques.	4 points The work is available for deadlines and the critiques are above average. Work is prepped and trimmed for critiques.	5 points The work is available for deadlines and the critiques are eloquent, thoughtful, critical, timely, and helpful for the whole class. Work is prepped and trimmed for critiques. Student goes above and beyond to consider time, critique and other aspects holistically.
12. SELF INITIATION & TIME MANAGEMENT.	0 points The work does not exhibit the ability to utilize time management and self initiation.	4 points The design work is developing and attempting to utilize time management and self initiation.	6 points The design work meets expectations utilizing time management and self initiation.	8 points The design work meets above average expectations utilizing time management and self initiation.	10 points The design work meets stellar expectations when utilizing time management and self initiation.
13. PARTICIPATION + STUDIO CULTURE	1 points Participation and Studio Culture needs work. [see rubric]	2 points Participation and Studio Culture is developing. [see rubric]	3 points Participation and Studio Culture Meets Expectations. [see rubric]	4 points Participation and Studio Culture is above average. [see rubric]	5 points Participation and Studio Culture is stellar. [see rubric]
14. COMMUNICATION, CONFIDENCE, PROFESSIONALISM.	0 point The work does not exhibit satisfactory evidence of communication, confidence, and professionalism.	1 points The work attempts to consider communication, confidence, and professionalism but it is not successful in finishing or resolving these techniques.	2 points The work exhibits an average level of communication, confidence, and professionalism.	3 points The work exhibits a favorable level of communication, confidence, and professionalism.	5 points Student presents a meticulous, and consistent range in communication, confidence, and professionalism. The student is confident in speaking but also listens and applies these skills to their work.