

Graphic Design Rubric

Student Name: _____ Date: _____

Items	Beginning (14 Points)	Developing (16 Points)	Accomplished (18 Points)	Exemplary (20 Points)
Planning--Rationale/Research, Composition, Reflection/Evaluation	Considers only one artistic avenue (viewpoints, perspectives, colors) to create a meaningful piece of art. Shows little or no interest in exploring a variety of ways to create a pleasing composition. Student does not demonstrate a strong understanding of design elements/principles. Reflects a beginning level of performance.	Considers a couple artistic avenues (viewpoints perspectives colors) to create a meaningful piece of art. Inadequately experiments with a variety of ways to create a pleasing composition. Student does not demonstrate a strong understanding of the elements and principles of design. Reflects development and movement toward mastery of performance.	Considers a few artistic avenues (viewpoints, perspectives, colors) to create a meaningful piece of art. Adequately experiments with a variety of ways to create a pleasing composition. Uses acceptable design elements and principles to create a pleasing composition. Reflects a mastery level of performance.	Considers a variety of artistic avenues (viewpoints, perspectives, colors) to create a meaningful piece of art. Experiments with a variety of ways to create a pleasing composition. Uses strong design principles and elements to create a pleasing composition. Reflects the highest level of performance.
Media Use--Proper Use of Program and Tools	Student turned composition in but work show significant lack of application of software tools. The composition reflects a poor understanding of tools and/or program. A beginning level of performance.	Inadequately uses graphics program and its tools to complete the composition. Composition results show student ignored proper tool usage. Reflects a basic development and movement toward mastery of performance.	Adequately uses graphic design program and its tools to complete the composition. Student may have taken a harder or longer route to finish the composition than needed because they did not always use the appropriate tools. Reflects a growing mastery of performance.	Successfully uses graphic design software program and tools to complete the composition. Quickly and effectively completed composition as required. Reflects the highest level of performance.
Work Process--Synthesis, Reflection/Evaluation	Makes little or no attempt to reflect on and evaluate composition using learned concepts and techniques. Indifferent about the ideas of others, not willing to participate in class discussions. Does not work independently, requires constant attention or displays disruptive behavior. Reflects a beginning level of performance.	Inadequately reflects on, evaluates and determines composition in terms of learned concepts and techniques. Shows little interest in sharing ideas and does not take an active interest in the works of others. Reluctant to participate in class discussions. Reflects a basic development and movement toward mastery of performance.	Adequately reflects on, evaluates and determines composition in terms of learned concepts and techniques. Shows interest in sharing ideas and takes an active interest in the works of others. Participates in class discussions. Mastery level of performance but may fall off task sometimes.	Critically reflects upon, evaluates, and determines composition in terms of learned concepts and techniques. Freely shares ideas, takes active interest in others, eagerly participates in class discussions. Works independently and remains on task. Reflects the highest level of performance.
Following Directions and Meeting Assigned Objectives	Student made little attempt to follow instructions and objectives. Student constantly disrupted the work of other students to ask for help.	Student did not follow all instructions nor meet all objectives and had to have constant help in solving problems.	Student followed most directions and met nearly all objectives and was able to problem solve effectively with little assistance.	Student followed all directions and met all objectives. Student was able to effectively and independently problem solve.

Timeliness/Deadlines	Student was three or more days late.	Student was two days late.	Student was one day late.	Student turned in their work on time.
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