

Assessment Visual Communication Secondary Program

SLO:

1. Identify basic functions of Industry-standard vector and raster programs.
2. **Produce original graphic design pieces, using industry-standard programs.**
3. Evaluate graphic design based on context.

Method/Tool: Individual students will create an electronic portfolio which will demonstrate an understanding of the concepts presented in class.

Criteria: 70% of the students will score 70% or better overall on the using the rubric below.

Student#	School:	Date:	of	Score:
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Visual Communication Project Rubric (Graphic Design, Desktop Publishing, Photography and Video Production)				
SCALE: (1-4 averaged)	Outstanding (4)	Average (3)	Below Average (2)	Weak (1)
Understanding Demonstration that instructions and concepts are understood.	The project is planned carefully; understanding of all concepts and instructions is clearly shown.	The project is planned adequately; understanding of some concepts and instructions shown.	The project shows little evidence of understanding the concepts and instructions.	The project shows no understanding of the concepts and instructions.
Craftsmanship/Skill Neatness, precision, care.	The project shows outstanding craftsmanship, with clear attention to detail.	The project shows average craftsmanship and attention to detail.	The project shows below average craftsmanship and little attention to detail.	The project shows no craftsmanship and no attention to detail.
Creativity/Originality Inventiveness, expression of ideas and imagination.	The project demonstrates original personal expression and outstanding problem solving skills.	The project demonstrates an average amount of personal expression.	The project demonstrates little personal expression and problem solving skills.	The project lacks evidence of personal expression.
Attitude, Effort, & Cooperation What it takes to finish the project as well as possible, time dedicated to the project inside and/or out of class. Attitude during class time; willingness to complete set up, project practice and clean up tasks.	The student put forth extraordinary effort to complete the project well as possible; used class time extremely well. The student is always willing to complete assigned tasks and help set up and clean up projects; works very well with others and makes the most use of studio time.	The student put forth the effort required to finish the project; used class time adequately. The student is sometimes willing to complete assigned tasks and help set up and clean up projects; works somewhat well with others and uses a minimum amount of studio time.	The student put forth the effort required to finish the project; used class time adequately. The student is rarely willing to complete assigned tasks and help set up and clean up projects; sometimes works well with others, late to class or leaves early (without proper time allocated to project).	The student put forth no effort or the project was not completed; class time was not used well. The student does not show willingness to complete assigned tasks and help set up and clean up projects; does not work well with others. Late to class or leaves early (without proper time allotted to the project).

