

RUBRIC - Digital Media Design (Process & Result)

Name/Group:

PROJECT:

Date:	5	4	3	2	1
Design Process	<p>Investigate: wide variety of collected media; closely related to goal</p> <p>Plan: audience well defined; achievable, specific goal; clearly relevant explanation</p> <p>Explore & Develop: made a wide variety of sketches; the elements and principles of design clearly and effectively used</p> <p>Refine: chose color scheme carefully; used space effectively; goal obviously considered when building the overall effect</p>	<p>Investigate: various media collected; related to goal</p> <p>Plan: audience defined; goal reasonably clear; some explanation</p> <p>Explore & Develop: several exploratory sketches; product shows application of one or more principles of design; used one or more elements effectively</p> <p>Refine: showed an awareness of filling the space adequately</p>	<p>Investigate: some media collected; some relationship to goal</p> <p>Plan: audience nebulous; goal present but unclear; explanation missing</p> <p>Explore & Develop: some evidence of initial sketching; minimal evidence of principals of design; one or two elements used effectively</p> <p>Refine: color was not well considered; use of space shows a lack of understanding</p>	<p>Investigate: minimal media collected; not well related to goal</p> <p>Plan: minimal planning; multiple parts missing and unclear</p> <p>Explore & Develop: minimal or no sketching nor explorations; no use of elements nor principals of design</p> <p>Refine: use of color and space awkward; showed minimal understanding of use of space</p>	<p>Investigate: little or no media collected; no goal articulated</p> <p>Plan: little or no evidence of planning</p> <p>Explore & Develop: project shows little or no exploration</p> <p>Refine: no evidence of understanding of the principles and elements of design</p>
Effort & Persistence	<p>Process: project was continued until it was thoroughly complete; project clearly required extensive effort; well polished, professional looking</p>	<p>Process: project was completed, but with more effort it might have been outstanding; lacking the polish of a top level project;</p>	<p>Process: project completed, but could have been improved with more effort; adequate interpretations of the assignment; lacking finish; student chose an easy project below their potential</p>	<p>Process: project was completed with minimum effort</p>	<p>Process: project was not finished adequately</p>
Creativity & Originality	<p>Final Piece: several choices were explored before selecting one; unusual combinations tried on several ideas; made connections to previous knowledge; demonstrated understanding of problem solving skills</p>	<p>Final Piece: a few ideas were tried before selecting one; showed limited use of unusual combinations or connections; made decisions after referring to one source; solved the problem in a logical way</p>	<p>Final Piece: one or very few ideas were tried, but lacked originality; substituted "symbols" for personal observation</p>	<p>Final Piece: project fulfilled the assignment, but gave no evidence of trying anything unusual; some or all of the work may have been copied</p>	<p>Final Piece: project showed no evidence of original thought; clearly copied substantially or wholly</p>
Craftsmanship, Skill & Consistency	<p>Final Piece: project is aesthetically and patiently done; showed excellent skill and craftsmanship evident in all project details; consistent execution throughout the project</p>	<p>Final Piece: project is aesthetic but lacks finishing touches; some inconsistent execution evident in project details; good skill and craftsmanship demonstrated</p>	<p>Final Piece: project showed average craftsmanship; adequate skill; a bit careless; clearly inconsistent execution evident in project details</p>	<p>Final Piece: project showed below average skill; minimal effort; very inconsistent execution; consistently poor craftsmanship evident in project details</p>	<p>Final Piece: project showed poor craftsmanship; clear evidence of little to no effort, or of lack of understanding; all or most project details unfinished or unrefined</p>
Assessment & Reflection	<p>Evaluation: all process sketches, drafts and models were kept; notes of the process were taken; valid conclusion(s) presented, related directly to the plan and goal; evidence clearly supports conclusion</p> <p>Reflection: several suggestions for improvement presented; suggestions were realistic, accurate and insightful</p>	<p>Evaluation: some drafts, models & sketches were kept; some process notes were kept; a reasonable conclusion presented and somewhat supported with evidence</p> <p>Reflection: some suggestions for improvement were offered and were 1 or more of realistic, accurate and insightful</p>	<p>Evaluation: few drafts, models and sketches kept; process notes may have been taken; a conclusion is presented but isn't supported</p> <p>Reflection: few suggestions for improvement offered; suggestions were: unrealistic or inaccurate or misguided</p>	<p>Evaluation: very few or no drafts, models or sketches kept; few or no process notes taken; a conclusion may have been offered but isn't related nor supported</p> <p>Reflection: one suggestion for improvement was offered; was unrealistic, inaccurate, and/or misguided</p>	<p>Evaluation: no effort to keep any work-in-progress, take notes, nor draw conclusions</p> <p>Reflection: offered no realistic nor relevant suggestions for improvement</p>

Group Cooperation & Attitude	Student worked toward group goals; effectively performed a variety of roles in group work; followed through on commitments; was sensitive to the feelings and knowledge level of others; willingly participated in necessary preparation of work for classroom	The student participated enthusiastically; followed through with commitments; performed more than adequately; assisted in preparation and cleanup	Student primarily allowed others in the group to make all the decisions; did his or her share of work adequately; assisted in preparation and cleanup when asked	Student allowed others to do most of the work; did participate minimally; did a lackluster job	Student was part of the group, but did almost nothing toward group goals; did not help or did a minimal amount of preparation and cleanup
------------------------------	--	---	--	--	---

Contributors: Aza Dzinic, Matthew Miller, John Stavinoha. Based on work by Austin Zimmer (<http://www.zimmerworks.com/rubric.htm>, 2012).