

**ART 2575
Intro to Graphic
Design Rubric**

PROJECT GRADING			
	1 POINT	5 POINTS	10 POINTS
INVESTIGATION (10%)			
NOTES, SKETCHES & RESEARCH: Insight, observations & discovery	Minimal notes and sketches. Has to ask faculty to repeat what they said because they did not take notes in class or keep handouts.	1-2 page of notes and sketches. Student may have additional questions, but they haven't already been addressed during class.	3+ pages of notes and sketches. Student may have additional questions, but they haven't already been addressed during class. Shares research resources with others in class.
EXPLORATION (20%)			
ANALYSIS: Understanding how the pieces fit together	Student collection of research, notes and sketches is incomplete or lacking. Student's understanding of problem is vague.	Student collection of research, notes and sketches does not provide any clear direction for potential solution, but there is potential.	Student collection of research, notes and sketches provides a healthy trajectory for investigation and potential solutions.
SYNTHESIS: Forming a unique solution to the problem at hand	Student is unable to combine their data in a unique or meaningful way. Ideas are cliché and student relies on ideas of others for inspiration.	Student is able to combine data they collected but ideas are undeveloped and need to be explored further. Student reluctant to accept input from peers or faculty.	Student is able to combine data in a way that is unique, original and addresses the goals of the project.
PRESENTATION (30%)			
CRAFTSMANSHIP	Poorly trimmed, adhesive failure, measurements are off, eraser or pencil marks are visible, or no name on their work.	Presentation meets all requirements that were described in the project brief. Name and date on back.	Portfolio quality presentation. Immaculate with tissue paper and canson paper cover.
THE PITCH: Description of designers ideas, insights and discoveries.	Student does not engage their peers, speaks softly, lacks confidence, dressed inappropriately or is unable to articulate their ideas clearly.	Student presentation is adequate, but becomes defensive or rude when asked to defend their decisions. May lack maturity or poise or does not want to discuss their work with peers.	Student engages their peers and speaks with confidence and poise. Very articulate, to the point and prepared. Student is eager to discuss their solution with peers.
CRITICISM: Constructive criticism	Student does not offer their peers constructive criticism or is not engaged in the critique. Student has positioned themselves poorly and cannot see work being discussed or hear the presentation.	Student is adequately engaged with the presentation, but doesn't offer any helpful advice or commentary to peers.	Student's comments are thoughtful, articulate and helpful. Student can offer possible solutions to problems they point out in their critique.
DESIGN (30%)			
CONCEPT: Design solution	Cliche or off-concept.	Appropriate, but unexciting or undeveloped.	Fresh and engaging. Inspirational.
OBJECTIVES: Solution meets goals	Barely meets project objectives—if at all.	Adequately meets project objectives.	Exceeds project objectives.
FORM: Typography, color, layout, etc	Decisions not developed adequately, obvious errors or uninspired work.	Decisions are predictable. Work is adequate, but still room for improvement.	Decisions resonate with concept. Research helped influence decisions regarding form.
PROFESSIONALISM (10%)			
PROFESSIONALISM: Responsibility	Does not meet deadlines, poor attendance or interrupts others from completing their work during class.	Meets deadlines, adequate attendance and does not interrupt others from completing their work during class.	Finishes work early and has time to seek additional input and rework if necessary. Highly motivated student.