

Unit 1A Rubric For:
Introduction to Graphic Design: Assignments 1, 2, 3, and 4

Criteria/Task	Beginning 6–9 points	Developing 10–12 points	Competent 13–15 points
<i>Student demonstrates awareness of what the elements of design are—line, shape, texture, and color—(depending on assignment) and understands how to use them with variety and intention. Student came up with 16 different thumbnail ideas for exercise.</i>	Student uses the element as assigned, but shows little or no variety of exploration. Student was able to expand the variety—some thumbnails, but struggled to come up with more ideas. Student was able to succeed with more input and guidance. Submitted too few examples.	Student uses the element as assigned, and shows some variety of exploration, but tends to rely on familiar, safe, or repetitive examples of usage. Student was able to expand variety on thumbnails, and mostly exhibited intention and a clear sense of exploration without a lot of repetition or assistance. May have submitted too few examples.	Student uses the element as assigned, and shows great variety and exploration. Student was able to expand variety on 16 thumbnails, and exhibited intention and a clear sense of exploration without a lot of repetition. Student leans toward independent problem solving.
	1–2 points	3 points	4–5 points
<i>Student uses analysis and intention to evaluate which thumbnails are their best three concepts to rough out.</i>	Student was able to select three thumbnails to rough out after guidance, direct assistance, and revisiting what works and why regarding composition.	Student was able to discriminate and select some thumbnails to rough out, but needed a bit of assistance in final decision making.	Student was able to discriminate and select best three to rough out based on clear intention, understanding, and analysis of what works and why. Student leans toward independent problem solving.
	6–9 points	10–12 points	13–15 points
<i>Student is able to assist in choosing one rough to convert into a more developed design and is able to resolve it into a finished image with black marker.</i>	Student assists in choosing one rough to convert into a more developed design. Student completes a finished image based on the selected rough. Final image feels somewhat incomplete or possibly hastily done.	Student assists in choosing one rough to convert into a more developed design. Student completes a finished image based on the selected rough. Final image feels mostly complete or perhaps needed more time or attention to craftsmanship. Student leans mostly toward independent problem solving.	Student either chooses or is able to assist in choosing one rough to convert into a more developed design. Student completes a finished image based on the selected rough. Final image feels complete, resolved, intentional, and cared for. Student leans toward independent problem solving.