

Illustration Design Lab VALUE Grading Rubric				● ArtCenter	
overall descriptions/categories	0	1 - Ineffective	2 - Progressing	3 - Effective	4 – Highly Effective
<b>Orchestration of Value (Basic Design Skills)</b>	<p><i>Failure to turn in completed work and/or failure to meet the minimal requirements outlined in Project Requirements</i></p>	(a) Value range is timid and/or difficult to read at almost any range of viewing. (b) No awareness of hierarchy.	(a) Uses an acceptable range of value from light-to-dark, if not in all media. (b) May struggle with clear use of hierarchy.	(a) Good application of value range of light-to-dark throughout most media. (b) Uses hierarchy so viewer knows how to make sense of imagery.	(a) Excellent use of full-range of value for visual clarity and richness, in all media. (b) Very effective use of hierarchy for first, second, and third read.
<b>Orchestration of Scale (Basic Design Skills)</b>		(a) Unable to see and apply variation of scale in work both figure/ground and in internal positive and negative shapes.	(a) Beginning to apply variation of scale of shapes for visual interest and hierarchy. (b) May be struggling with simplification of shapes for clarity and strength.	(a) Good grasp of a full-range of scale of shapes for visual clarity and drama. (b) Effective simplification of shapes for visual clarity, readability, and power.	(a) Able to implement a full-range of scale of shapes for visual clarity, hierarchy and drama. (b) Able to simplify all interior and exterior shapes for visual clarity, readability, and power.
<b>Orchestration of Color (Basic Design Skills)</b>		(a) Unable to create fundamental color harmony through use of limited hues.	(a) Use of limited hues for fundamental color harmony apparent, but not always balanced or consistent.	(a) Consistent use of limited hues for good color harmony and balance. (b) Beginning to apply color as an extension of idea, mood, and voice.	(a) Confident use of limited hues for color harmony and balance. (b) Strong use of color as an extension of idea, mood, and voice.
<b>Surprise the Viewer (Originality &amp; Creativity)</b>		(a) Shows a minimal awareness of or interest in the unexpected in work.	(a) Beginning to recognize the unexpected in other's work, but struggle in applying it to own. (b) Struggles to employ imagination. (c) Limited awareness of the shortcomings the cliché results in occasional use.	(a) Able to employ surprise in work in promising if inconsistent ways. (b) Regularly engages imagination to elevate content. (c) Recognizes the cliché and generally avoids.	(a) Demonstrates sophistication in the use of the unique and unexpected in work. (b) Readily able to employ imagination in solutions. (c) Clearly recognizes clichés as empty of interest and meaning, and avoids.
<b>Have Fun (Engagement)</b>		(a) Work appears to reflect lack of enthusiasm or engagement. Going through the motions.	(a) Student struggles with engagement in image-making, but shows progress in ability to connect to the work within certain practices.	(a) Student has clearly found a way of connecting with work with engagement in most image-making, (b) and beginning to draw a clear connection between play and powerful image-making.	(a) Engagement in the creation and preparation of work is in full evidence. (b) Exploits the clear relationship between play and powerful image-making: full engagement = heightened attention = powerful imagery.
<b>Layout &amp; Type (Basic Design Skills)</b>		(a) Is unable to articulate or to apply design fundamentals to work.	(a) Inconsistent application of design fundamentals throughout book. (b) Limited ability to create continuity and rhythm throughout book. (c) Type often reflects legibility issues.	(a) Pleasing use of design fundamentals throughout book. (b) Adequate ability to design across-the-spread and through-the-book for interest. (c) Type shows good legibility.	(a) Highly effective at applying design basics throughout all aspects of book. (b) Designs across-the-spread and through-the-book for continuity and rhythm. (c) Type is legible and reflects the voice of the work.
<b>Execution (Craft Skills)</b>		(a) Does not meet baseline practices for craftsmanship.	(a) Emerging successful practices in technical workmanship but lacks consistent awareness and execution. (b) Resolution and color problems may be an issue.	(a) Final represents competent technical practices. (b) Resolution and color reproduction reflects competent file management.	(a) Excellent technical workmanship: clean and without issues. (b) Student is in control of resolution and color management of image and text, and results are appropriate and pleasing.
<b>Communicates Project Premise (Intent &amp; Communication)</b>		The Class Model is not present.	The Class Model is present but there may be real legibility issues, or (b) the Model may be incomplete or inaccurate.	The Class Model is present and legible, but (b) there may be an omission or inaccuracy within the information.	The Class Model is present and legible. (b) The Model is complete, and is an accurate reflection of the information as covered in class.
<b>Supplemental Skills:</b> 10% of final grade			category grade	<b>2.4</b>	

overall descriptions/categories	0	1 - Ineffective	2 - Progressing	3 - Effective	4 – Highly Effective
<b>Photoshop &amp; InDesign (Industry Software Skills)</b>	<i>Failure to turn in completed work and/or failure to meet the minimal requirements outlined in Project Requirements</i>	Digital aspects of work demonstrates an inability to implement layout and/or production fundamentals as instructed in either (a) Photoshop, or (b) InDesign, or both (a and b).	a) Struggles with color correction, file management, and image compositing skills in Photoshop. (b) Understands some aspects of InDesign as, but struggles with fundamentals as of program within design and production.	a) Able to manage color correction, file management, and image compositing skills in Photoshop. (b) Able to use InDesign effectively to produce print-ready projects at level of industry standards.	(a) Confidently manages color correction, file management, and image compositing skills in Photoshop. (b) Very effective use of InDesign effectively to produce print-ready projects at level of industry standards.
<b>Professional Competition (Market &amp; Industry Awareness Skills)</b>		(a) Did not submit entry to professional competition, and (b) unable to articulate any understanding of career choices or markets for illustration graduates.	(a) Evidence of submission to a professional competition, although may not seem to grasp relevance of these opportunities to their education. (b) Shows limited grasp of career directions and markets for graduates.	(a) Confirmation of submission of at least one piece to a professional competition. (b) Engaged if occasionally uneven) understanding of the range of career choices and market definitions post graduation.	(a) Confirmation of submission of at least one piece to a professional competition. (b) Articulates understanding of the range of career choices and market definitions post graduation.
<b>Professionalism &amp; Effort (Soft Skills)</b>		(a) Little openness to ideas presented in class or evidence of sincere effort. (b) <u>Class interactions</u> are non-existent and/or disrespectful. (c) Showed little interest in <u>presentation</u> , or was late once or more times	(a) <u>Attitude and effort</u> in regards to class content seems inconsistent (b) <u>Class interactions</u> are infrequent, and/or occasionally disrespectful. (c) <u>Presentation</u> reflect guarded engagement with class ideas and work, and/or late to one of the final presentations.	(a) <u>Attitude and effort</u> reflect a genuine effort to integrate class content and excel. (b) <u>Class interaction</u> demonstrate respect for self and others but, may be limited to one-on-ones. (c) <u>Presentation</u> skills respectful of class material and work.	(a) <u>Attitude and effort</u> reflect high commitment to integrate and excel with class material. (b) <u>Class interactions</u> demonstrate an evident respect for self and others. (c) <u>Presentation</u> reflects real engagement and respect for material presented.