

DAI 525 / Advanced Graphic Design

Fall 2012 / Stacy Asher

Grading Rubric

Assessment

Three levels of achievement—sophisticated, competent and not yet competent
Intended to help students better understand what is expected of them through each stage of the process.
The rubric addresses the student's work products, their presentation skills and their abilities to work well as a member of a team or class.

Course Evaluation Framework

25 points for Exercises / 100 points for Projects =

Sophisticated
A [90%–100%]

Competent
B [80%–90%]

Not Yet Competent
C [70%–80%]

CONCEPT

Originality and clarity of idea

TYPOGRAPHY

Typesetting

Legibility, readability, clarity

Organization, hierarchy, clarity

Appropriate message, style

Spelling, grammar, proofreading

PRODUCTION QUALITY

Precision and attention to detail

Fine presentation of work is a hallmark of graphic design

Present your work in a clean, neat and professional manner.

Ability to follow project directions, quality of final output

Sketches, Process Work Demonstration and documentation of a thoughtful and rigorous process and development of concept and form.

Observed and evaluated informally over the course of the project, this is documented in process "book"

THESIS

With each project, you will be expected to turn in a printed one page thesis (min 250 words) in which you will:

Present your problem,

State what the project represented to you,

Explain your design decisions,

Explain your solution

Present a conclusion in which you determine whether you were successful or not.

Criteria Definition	Levels of Achievement		
	Sophisticated A [90%–100%]	Competent B [80%–90%]	Not Yet Competent C [60%–70%]
Clarity of direction	Hypothesis is clear and a draft of a good plan for research is presented	Hypothesis is clear, but research plan is not or vice versa	Hypothesis is confusing and is not tied to research planning
Quality	Good data collection—the information is accurate; sources are legitimate; appropriate ‘reading’ of the situations observed or information collected	Information is mostly accurate; ‘reading’ of one situation may be questionable; sources good but not varied enough	Information is unreliable and/or inaccurate; situations observed don’t provide valid data
Broad spectrum of information gathered	Includes six dimensions: context, audience, analogous situations, technologies, materials, other systems	Includes five dimensions	Includes four or less dimensions
Report/presentation of the research	1) Report/presentation of the research process summarizes needs and opportunity areas; 2) highlights key findings; and 3) many insightful implications are drawn from the data	Good report but few insightful implications or vice-versa	Poor report and few implications
Connection to research	Deep and logical connection between research and concept directions developed	Some connections to research conducted, but other important findings are not addressed	Little or no connection to the research conducted
Rigorous design explorations	1) Alternatives explore different facets of use; 2) form evokes appropriate meanings; and 3) scenarios cover several dimensions of use	2 of 3 components are addressed such as: Alternatives explore different facets of use and form evokes appropriate meanings but scenarios are weak	1 of 3 components are addressed such as: Alternatives explore different facets of use but form evokes inappropriate meanings and scenarios don’t seem to connect to realistic use
Effective communication of form and content directions	Sketches and/or prototypes and scenarios of use bring opportunity areas to life	Uneven sketches and/or prototypes so that it takes lots of explanation to communicate and it is more difficult to imagine actual use	Sketches and/or prototypes don’t get ideas across;

Grading for Class Participation

	A [90%–100%]	B [80%–90%]	C [70%–80%]	D/R
Frequency and Quality	Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across graphic design reviews and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.	Attends class regularly but rarely contributes to the discussion in the aforementioned ways.	Attends class regularly but never contributes to the discussion in the aforementioned ways.

Marielle Atanacio

Dana Bondi

Simone Bradley

Pichamon Chamroenrak

Christopher Diaz-Mihell

Sebastian Diaz-Mihell

Nora Gutierrez

Meg Howie

Rachael Koffel

Giacomo Lando

Henry Ngo

Riccardo Pallicelli

Ashley Petty

Roberto Pignataro

Claudia Rodriguez

Paul Skittone

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