

Category	Grade A: Work of exceptional quality which goes beyond the stated goals of the assignment	Grade B: High quality that proves understanding of and commitment to assignment; very good, above-average work.	Grade C: Average work that indicates a basic understanding of the course material. Satisfactory.	Grade D: Below average work; doesn't show understanding of course material or commitment to the assignment.	Grade F: Failure to complete assignment
<b>Graphic Clarity</b>	Highly effective visuals with excellent legibility, strong visual impact, highly appealing and eye catching.	Very good visuals with strong legibility, very visual impact, very appealing and eye catching.	Good visuals, mostly legible good visual impact, appealing and eye catching.	Graphics fail to convey the meaning of the assigned content. Demonstrates lack of team work and/or understanding of design fundamentals.	Did not hand in project.
<b>Graphic Originality</b>	Graphics and text treatment reflect exceptional degree of creativity and originality.	Graphics and text treatment reflect high degree of creativity.	Graphics and text treatment reflect creativity and understanding of basic design fundamentals.	Graphics and text treatment do not strongly reflect creativity and understanding of basic design fundamentals.	Did not hand in project.
<b>Design Attractiveness</b>	Highly original and appealing visuals. Design, layout, neatness, rhythm, and size are highly original and attractive.	Design, layout, neatness, rhythm, and size are all intentional and attractive.	Design, layout, neatness, rhythm, and size are attractive.	Design, layout, neatness, rhythm, and size and other visual elements are cluttered, poorly laid out, or illegible.	Did not hand in project.
<b>Graphic Relevance</b>	All visual elements are related to the topic and make it easier to understand the message. All borrowed graphics have source citation.	Most visual elements are related to the topic and make it easier to understand the message. Most borrowed graphics have source citation.	Visual elements make it possible to understand the message. Most borrowed graphics have source citation.	Visuals do not relate to topic. Borrowed elements are not cited. Generic looking.	Did not hand in project.
<b>Use of Classtime</b>	Was 100% present. Focused on getting the project done, did not distract others, and motivated others to stay focused. Helped move the project forward; did not complain about challenges and problems.	Was usually present. Focused on getting the project done and did not distract others with personal conversations.	Was usually present. Focused on getting the project done with help from others.	Did not use classtime to work on projects. Distracted others.	Did not work on project during class time; did not communicate with team members during classtime.
<b>Use of Homework time</b>	Worked on project during the week between classes. Focused on getting the project done and completed tasks promised. Always communicated with team members regarding homework.	Worked on project during the week between classes. Completed tasks promised.	Worked on project during the week between classes.	Did not use time between classes to work on project. Did not communicate with team members.	Did not work on project during time between classes; did not communicate with team members.
<b>Teamwork</b>	Most team members went above and beyond the scope of the assignment, resulting in an exceptionally well-designed piece. Always communicated with team members regarding next steps and progress. Communicated when/if absent.	Some team members went above and beyond the scope of the assignment, resulting in an exceptionally well-designed piece. Most team members communicated well regarding next steps and absences.	Most team members fulfilled the assignment, resulting in a fully completed piece.	Did not participate as promised. Was absent for majority of project and did not communicate with team members.	Did not work on project; did not communicate with team members.