

**CGA 215 Project Rubrics**

**Project Name:**

**Teacher Name:** Mary Malinconico

**Student Name:** \_\_\_\_\_

<b>CATEGORY</b>	<b>10 – Excellent</b>	<b>7 – Good</b>	<b>4 – Fair</b>	<b>2 - Poor</b>
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.
Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.
Drawing Skill	Students demonstrate excellent control of the drawing tools within the Illustrator environment.	Students demonstrate good control of the drawing tools within the Illustrator environment.	Students demonstrate basic control of the drawing tools within the Illustrator environment.	Students does not demonstrate control of the drawing tools within the Illustrator environment.

Planning and Explanation	Student can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.
Submission Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Aesthetics	The project is overall a very aesthetically pleasing project.	The project is aesthetically pleasing.		The project is lacks aesthetics and is difficult to view.

Use of Illustrator	Students demonstrate a complete understanding and use of Illustrator including layers, tools and text.	Students demonstrate an understanding and use of Illustrator but there is one or more errors in the end product.	Students demonstrate a basic understanding and the use of Illustrator.	Students lack a complete understanding and use of the Illustrator.
Presentation	The Student was able to make an excellent presentation to the client regarding the design and why/how the design was developed. The student spoke very well/clearly and used proper English incorporating design language.	The Student was able to make an above average presentation to the client regarding the design and why/how the design was developed. The student spoke well/clearly and used proper English incorporating design language.	The Student was able to make a good presentation to the client regarding the design and why/how the design was developed. The student spoke well/clearly but did not use proper English incorporating design language.	The Student made a poor presentation to the client regarding the design and why/how the design was developed. The student spoke poorly and did not use proper English incorporating design language.  Zero Points – Student did not make presentation to class/client.