Unit 3D and 3E Rubric For:
Generate Ideas and Design Development: Assignments 4, 5, 6, and 7

Criteria/Task	Beginning 0–6 points	Developing 7–8 Points	Competent 9–10 points
Unit 3 D: *Student will choose three ideas from Assignment 6 to refine into tight roughs for their company logo. Student creates three compositions for presentation— (and to be used in Unit 3E final project)*	Logo is in black &white (gray is okay). Logo communication is a bit muddled and unclear. Logo may be memorable but lacks clarity of purpose. Student has a developing understanding and insight into what makes visual information work. Needs more concise visual information. Student's logo idea does not sell an idea, or is selling more than one idea. Or there are too few examples.	Logo is in black & white (gray is okay). Logo communication is not quick, though it does communicate the idea. Logo may be memorable but lacks precise detail. Student has a fairly clear understanding and insight into what makes visual information work. Needs more concise visual information. Student's logo idea is mostly convincing manner.	Logo is in black & white (gray is okay). Logo communicates quickly is memorable and is precise in detail. Student has a clear understanding and insight into what works to make visual information concise and clear. Student's logo sells the idea in a convincing manner.
	0–6 points	7–8 points	9–10 points
Unit 3 E: *Student creates an identity for their chosen company in the previous assignment (Unit 3D). Student brand their company by creating: a logo, tagline, brand colors, imagery representation (photography), business card, and one other item of their choice.*	Student exhibits a minimal awareness of how color, shape, text, writing style and a strong synthesis will affect the design process as covered in the earlier lessons. Student forms ideas regarding the company brand and is able to support some of their ideas with visuals and written explanations though they are lacking in detailed explanation. Or the work seems hastily done or incomplete.	Student creates a brand. Student exhibits a developing awareness of how color, shape, text, writing style and a strong synthesis will affect the design process as covered in the earlier lessons. Student forms somewhat cohesive ideas regarding the company brand and is able to support their ideas with visuals and written explanations though they may be skimpy or lacking in detailed explanation.	Student creates a brand. Student exhibits an awareness of how color, shape, text, writing style and a strong synthesis will affect the design process as covered in the earlier lessons. Student forms cohesive ideas regarding the company brand and is able to support their ideas with visuals and written explanations
	0–6 points	7–8 points	9–10 points
Students present their work in a group setting.	Students are beginning to be able to provide some criteria regarding their brand design based on their understanding of the design process. They are unable to name most of the steps in the design process. Evidence of an understanding the design process is mostly lacking in their work. Student offers little information when prompted and may offer a few insights and suggestions for changes that may improve the design. Student may need prompting on vocabulary use.	Students are able to provide some pertinent criteria regarding their brand design based on their understanding of the design process. They are able to name most of the steps in the design process. Evidence of an understanding the design process is somewhat apparent in their work. Students offer some information when prompted and may offer a few insights and suggestions for changes that may improve the design. Student may need prompting on Vocabulary use.	Students are able to provide pertinent criteria regarding their brand design based on their understanding of the design process. They should be able to name all the steps in the design process. Evidence of an understanding the design process is apparent in their work. Students offer abundant information freely and offer thoughtful insights and suggestions for changes that may improve the design. Students discuss their ideas using vocabulary from the Unit.