

Performance Task Scoring Guide				
Criteria for Student Learning	Yes / Complete (10pt)	In Part / Almost (5pt)	Not Yet (0pt)	
Front Panel				
Back Panel				
Inside Flap				
Inside Panels				
Five Topic Sub-Sections				
Rubric Scoring Sheet: (Scroll down for more information)				
Criteria for Student Learning	Below Basic (1pt)	Basic (2pt)	Proficient (3pt)	Exemplary (4pt)
Requirements				
Functionality				
Graphics				
Text				
Content				
Originality				
Attractiveness				
Organization				
Neatness / Accuracy				
(Total Score /86) x 100		Total Score:		

Notes	
Requirements	Originality
Requirements not met	Little original thought
Missing Parts	Originality of design elements
Project Incomplete	Work on creativity / innovation
Missing Mock-Up	Don't just copy and paste
Functionality	Attractiveness
Does not function correctly	Work on visual appeal
Size or layout is incorrect	Work on flow
Too much randomness	Work on visual hierarchy
Work on consistency	Add more design elements
Graphics	Organization
Image(s) appear pixilated	Spacing of design elements
Image(s) distorted	Work on balance
Poor spacing of images	Try adding empty space
Remove back from image(s)	Avoid elements on the edge
Text	Neatness / Accuracy
Text blends into background	Work on neatness
Text is difficult to read	Work on quality
Too much or too little text	Work on simplicity
Work on text size / spacing	Spelling / Grammar errors
Content	Other
Not appropriate for school	
Create more visual impact	
Not enough design elements	
Too many design elements	

Criteria for Student Learning	Below Basic	Basic	Proficient	Exemplary
Requirements	3 or more requirements were not completely met.	2 requirements were not completely met.	1 requirement was not completely met.	All requirements are met or exceeded.
Functionality	The end product's design elements do not function as indented.	Some of the end product's design elements function, but significant problems exist within the design.	Most of the end product's design elements function as indented in regard to the criteria and constraints.	The end product's design elements function as indented in regard to the criteria and constraints.
Graphics	Little use of graphics or graphics completely detracts from the end product's design.	The inclusion of graphics occasionally detracts from the end product's design.	Most graphics are distortion free, appropriately sized and spaced, and enhances the end product's design.	All graphics are distortion free, appropriately sized and spaced, and enhances the end product's design.
Text	Little use of text or text completely detracts from the end product's design.	The inclusion of text occasionally detracts from the end product's design.	Most text is clear, easy to read, appropriately sized and spaced, and enhances the end product's design.	All text is clear, easy to read, appropriately sized and spaced, and enhances the end product's design.
Content	The selection of design elements is random. Design elements do not relate to each other or to the intended audience. Design elements have no visual impact or are not school appropriate.	Design elements occasionally do not relate to each other or to the intended audience. Design elements have little visual impact and may not be school appropriate.	Most of the design elements relate to each other and to the design. Most design elements are geared towards the intended audience, are school appropriate, and create visual impact.	All design elements relate to each other and to the design. Design elements are geared towards the intended audience, are school appropriate, and create visual impact.
Originality	The end product shows little original thought and design elements show little innovation. Designs are copied and pasted from other people's work.	The end product shows little original thought, but design elements are innovated.	The end product shows some original thought. Work shows some new and some innovated design elements.	The end product shows a large amount of original thought. Design elements are creative and innovated.
Attractiveness	Little use of text, color, graphics, effects etc.	Makes use of text, color, graphics, effects, etc. but occasionally these detract from the end product's design.	Makes good use of text, color, graphics, effects, etc. to enhance the end product's design.	Makes excellent use of text, color, graphics, effects, etc. to enhance the end product's design.
Organization	The end product is distractingly messy or very poorly designed.	The end product is somewhat organized in terms of design, layout, flow, visual hierarchy, and focal point.	The end product is acceptably organized in terms of design, layout, flow, visual hierarchy, and focal point.	The end product is exceptionally organized in terms of design, layout, flow, visual hierarchy, and focal point.
Neatness / Accuracy	The end product contains numerous design errors, misspellings, and /or grammatical errors.	Some of the end product's design is neat, clean, accurate, simple, and contains some misspellings or grammatical errors.	Most of the end product's design is neat, clean, accurate, simple, and contains only minor misspellings or grammatical errors.	The end product's design is neat, clean, accurate, simple, and contains no misspellings or grammatical errors.