| Performance Task Scoring Guide | | | |
|---|---|---|---|
| Criteria for Student Learning | Yes / Complete (10pt) | In Part / Almost (5pt) | Not Yet (0pt) |
| Slide 1: Cover Slide | | | |
| Slide 2: Product Slide | | | |
| Slide 3: Benefits / Features | | | |
| Slide 4: Accessories Slide | | | |
| Slide 5: Where to Buy Slide | | | |
| Template Slide / Mock-Up | | | |

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 /96) 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. |