



Desktop Publishing Rubric 2011

Name:		Document Title:	
Software Used:			
Category	Performance Indicators		
	1 (Average)	2 (Good)	3 (Excellent)
Curriculum Alignment (Indicators/objectives are clearly stated on entry form and evident through the project.)	No evidence of connection to curriculum indicators.	Some evidence of connection to curriculum indicators.	Clear and authentic evidence of connection to curriculum indicators.
Ideas	Minimal development and support. Ideas are unclear.	Support is attempted but limited. Predictable plot/ideas.	Supporting, relevant details support main idea. A thorough, balanced, in-depth explanation / exploration of topic is present.
Content	Information is irrelevant or not well conveyed and does not clearly express intended message. Ideas are simplistic and underdeveloped. Users are not likely to learn from this project.	Information is general and somewhat expresses intended message. Ideas are somewhat developed. Users may learn from this project.	Student demonstrates deep knowledge of subject. Ideas are creative and innovative. Users will learn from this project.
Purpose	Purpose is unclear.	Purpose is generally clear.	Purpose of document is clear and well conveyed.

<p>Visual Appeal</p>	<p>Few images, graphics / photos / art are included.</p> <p>Text size, type, and color do not support the message and content or are distracting.</p> <p>Design does not reflect understanding of desktop program capabilities.</p>	<p>Images, graphics or photos / art are included but may not effectively support the content or purpose.</p> <p>Text is somewhat appropriate in terms of size, type, and color to support the message and content.</p> <p>Design reflects partial understanding of desktop publishing program capabilities.</p>	<p>Appropriate and thematic selection of graphic elements that enhance the understanding of the concepts or ideas.</p> <p>Text is appropriate size, type, and color to support the overall message and content.</p> <p>Design reflects full and correct use of desktop publishing program capabilities.</p>
<p>Organization</p>	<p>Sequencing or order is not logically arranged and lacks coherence.</p> <p>Lack of organization affects meaning.</p>	<p>Information is somewhat organized.</p> <p>Attempts at transitions and beginning / closure may be present but may be underdeveloped.</p>	<p>Information is well organized and fits the topic.</p> <p>A strong beginning invites the reader in and a strong satisfying end of closure is present.</p> <p>Smooth, effective transitions are present.</p>
<p>Conventions</p>	<p>Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the audience and affect meaning.</p>	<p>The text is clearly written with some control over basic conventions with some errors that may distract the reader but not affect meaning.</p>	<p>The text demonstrates strong control of conventions including effective use of punctuation, spelling, grammar, and paragraph breaks. Convention use adds to clarity and style.</p>