**FLYERS – Assessment**

**Graphics Engineering I**

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|  | 4- Exemplary | 3- Proficient | 2- Developing | 1-Beginning |
| **Organization** Inclusion and organization of necessary info*(SBRHS Presentation rubric)* | Is organized and integrates necessary materials and additional materials to enhance presentation. | Is organized and integrates necessary materials. | Sometimes appears unorganized and missing necessary materials. | Not organized. Does not have necessary materials for the presentation. |
| **Creativity and Innovation** Design choices; colors, fonts, borders, images, etc.*(SBRHS Tech Literacy rubric)* | Consistently and independently demonstrates creative thinking, constructs knowledge and develops products and processes using multiple technologies. | Often Demonstrates creative thinking constructs knowledge and develops products and processes using technology, with little teacher support.  | Demonstrates creative thinking, constructs knowledge and develops products and processes using technology with some teacher support.  | Does not demonstrate creative thinking, construct knowledge or develop products and processes using technology even with teacher support.  |
| **Exploring Solutions**Solving design problems and responding to feedback*(SBRHS Problem Solving rubric)* | Experiments with, explores, and prioritizes multiple solutions  | Experiments with and explores multiple solutions. | Experiments with and explores a solution with teacher support. | Does not identify and prioritize possible solutions even with teacher support.  |
| **Grammar and Conventions**Spelling, punctuation, legibility*(SBRHS Writing Rubric)* | Has no errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has few errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has many errors in spelling, grammar, punctuation or presentation that somewhat interfere with communication. | Has serious errors in spelling, grammar, punctuation or presentation that interfere with communication. |

Comments:

**Flyer 1**: Portrait, template, topic 1: \_\_\_\_\_\_\_/16

**Flyer 2-** Landscape, blank doc, topic 2: \_\_\_\_\_/16

**Flyer 3**- redesign flyer 1 or 2, grayscale: \_\_\_\_\_\_/16