

VISUAL COMMUNICATION & DIGITAL MEDIA ARTS PORTFOLIO REVIEW RUBRIC

	Excellent 55-60 points	Acceptable 40-54 Points	Poor/Needs Improvement 20-39 Points	Nothing Submitted to Evaluate - 0 Points
<p><u>Visualization Skills (10)</u></p> <p>Ability to use basic design elements/principles to visually communicate a message and give meaningful visual form to content.</p>	<p><u>Numerous demonstrations</u> of basic design elements and principles of art; drawing, illustration, design, fashion, animation, film etc. (including but not limited to rhythm/balance, line, shape, contrast, unity, figure/ground, scale, transparency, rule of 3rds, composition and layers).</p>	<p><u>Some demonstration</u> of basic design elements and principles of art; drawing, illustration design, fashion, animation, film etc. (including but not limited to rhythm/balance, line, shape, contrast, unity, figure/ground, scale, transparency, rule of 3rds, composition and layers).</p>	<p><u>Little to no demonstration</u> of basic design elements and principles of art; drawing, illustration design, fashion, animation, film etc. (including but not limited to rhythm/balance, line, shape, contrast, unity, figure/ground, scale, transparency, rule of 3rds, composition and layers).</p>	
<p><u>Analytical Skills (10)</u></p> <p>Ability to analyze or critically assess and research a problem, use design thinking and clearly demonstrate problem-solving skills.</p>	<p><u>Numerous demonstrations</u> of basic analytical or problem solving skills (including but not limited to framing, context, grids/modularity, visual hierarchy, identifying relationships, organizing information, and constructing a coherent visual narrative). Concept development, from start to completion.</p>	<p><u>Some demonstration</u> of basic analytical or problem solving skills (including but not limited to framing, context, grids/modularity, visual hierarchy, identifying relationships, organizing information, and constructing a coherent visual narrative). Some concept development, from start to completion.</p>	<p><u>Little demonstration</u> of basic analytical or problem solving skills (including but not limited to framing, context, grids/modularity, visual hierarchy, identifying relationships, organizing information, and constructing a coherent visual narrative). No concept development.</p>	
<p><u>Technical Skills (10)</u></p> <p>Ability to use analog and digital tools to accurately produce, reproduce and organize a presentation of visual messages. Construction skills. Ability to apply and execute (based on analytical/visualization).</p>	<p><u>Demonstration of successful ability</u> to use digital and traditional tools, equipment, vector/raster graphics (resolution, bezier curves, paint tool, masks, color systems, and gradients) and analog or hand tools (precise and clean presentation, excellent construction skills (fashion), mounting, and trimming). Very attentive to detail.</p>	<p><u>Demonstration of some ability</u> to use digital and traditional tools, equipment, vector/raster graphics (resolution, bezier curves, paint tool, masks, color systems, and gradients) and analog or hand tools (precise and clean presentation, average construction skills (fashion), mounting, and trimming). Somewhat attentive to detail.</p>	<p><u>Demonstration of little or no ability</u> to use digital and traditional tools, equipment, vector/raster graphics (resolution, bezier curves, paint tool, masks, color systems, and gradients) and analog or hand tools (precise and clean presentation, poor construction skills (fashion), mounting, and trimming). Little attention to detail.</p>	

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PLEASE USE & COMPLETE ART/VCDMA PORTFOLIO/ASSESSMENT FORM TO RECORD SCORE AND SPECIFIC COMMENTS TO STUDENT.

<p><u>Creative Process (10)</u></p> <p>Ability to look at a problem from multiple perspectives, experiment, take risks and develop innovative visual solutions.</p>	<p>Brainstorming, research, sketches (sketchbook, blog), concepts. Numerous demonstrations of unique and/or multiple viewpoints, unity/gestalt scale and/or unusual juxtapositions.</p>	<p>Some demonstration of unique and/or multiple viewpoints, unity/gestalt scale and/or unusual juxtapositions. Limited use of research, sketches (sketchbook, blog).</p>	<p>No demonstration of unique and/or multiple viewpoints, unity/gestalt scale and/or unusual juxtapositions.</p>	
<p><u>Writing & Communication Skills (10)</u></p> <p>Ability to communicate verbally, visually and orally and considering both form (grammar and spelling) and content of personal statement. Ability for student to effectively write and speak about their work and the work of others through critiques and discussion</p> <p>Proper use of MLA, Chicago or Turabian format. Based on promotional/marketing or branding materials proposals, artist statement, papers, critiques, evaluations, resumes, etc.</p>	<p><u>Distinctly clear ability</u> to form a coherent verbal message and construct a convincing argument using proper grammar and spelling.</p> <p>Demonstrates ability to effectively write and speak about their work and the work of others (professional and classmates) through critiques and discussion.</p>	<p><u>Somewhat clear ability</u> to form a coherent verbal message and construct a convincing argument using proper grammar and spelling.</p> <p>Demonstrates some ability to effectively write and speak about their work and the work of others (professional and classmates) through critiques and discussion.</p>	<p><u>Lack of clear ability</u> to form a coherent verbal message and construct a convincing argument using proper grammar and spelling.</p> <p>Poor or little ability to effectively write and speak about their work and the work of others (professional and classmates) through critiques and discussion.</p>	
<p><u>Presentation Skills (10)</u></p> <p>Overall Quality of portfolio/Presentation, including titles of work, dimension, correct format, brief description and students'</p>	<p><u>Successful portfolio</u> format such as a website and/or presentation (PDF, SWF or website/HTML). Clean, well organized pages. Title page; images labeled; website, email or other necessary</p>	<p><u>Average professional portfolio.</u> Use of some titles, information with each image. Somewhat clean and organized pages. Somewhat clean presentation, average</p>	<p><u>Poor portfolio. No work, format/information.</u> No titles/information. Messy, unorganized pages. Poor presentation, little to no mounting, and trimming).</p>	

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PLEASE USE & COMPLETE ART/VCDMA PORTFOLIO/ASSESSMENT FORM TO RECORD SCORE AND SPECIFIC COMMENTS TO STUDENT.

role in design or artwork.	information. Precise, clean presentation, mounting, and trimming). Very attentive to detail.	mounting, and trimming). Some attention to detail.	
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Portfolio Review Criteria (10 points each)

1. Visualization Skills | 2. Analytical Skills | 3. Technical Skills | 4. Creative Skills | 5. Writing & Communication Skills | 6. Presentation Skills

Excellent Portfolio = 55-60 points

Average (Acceptable) Portfolio = 40-54 points

Poor (Unacceptable/Rejected) Portfolio = 30-39 points (or lower)

PLEASE USE ART/VCDMA PORTFOLIO/ASSESSMENT FORM TO RECORD SCORE AND MAKE SPECIFIC COMMENTS/SUGGESTIONS TO STUDENT.

ART 219 PORTFOLIO REVIEW & ASSESSMENT 1 (SOPHOMORE):

10 OR MORE works of art/design that demonstrate basic art/foundation skills: drawing (heavy emphasis), design (2D/3D), photography, painting, and sculpture/ceramics.

Students submit a 1) sketchbook/journal (blog) and 2) a 2-page proposal (for review by faculty) for senior thesis and exhibition and a 3) a writing sample such as a completed research paper or critique from a design/art history course. Minimum 2 pages. Must be in MLA format and free of errors. The proposal must be submitted one year prior to taking or signing up for ART 498 Senior Thesis and Exhibition. And before a student can mount a senior show.

ART 419 PORTFOLIO REVIEW & ASSESSMENT #2 (JUNIOR/SENIOR):

20 OR MORE works of art/design/media that demonstrates advanced work and intermediate to advanced design as well as foundation skills with a focus in one or more of concentration area: professional examples of problem-solving in digital media, visual communication, graphic design (typography, layout, color theory), new media, web design, animation/motion graphics, fashion design, film/video, multimedia, interactive media projects as well as drawing/illustration (heavy emphasis), design (2D/3D), photography, painting, sculpture/ceramics. Should also relate and connect to senior thesis exhibition and proposal.

Students submit a 1) sketchbook/journal (blog) and 2) a 2-page proposal (final/approved by faculty and for ART 498) for senior thesis and exhibition and a 3) a writing sample such as a completed research paper or critique from a design/art history course. Minimum 2 pages. Must be in MLA format and free of errors.