

Directions: Use the following step by step process to guide your students through the creation of their own rubric.

Identify General Project Components – Ask them to tell you what they have to do for the project. They should come up with at least these components:

*A Photoshop design composed of shapes.*

Identify Specific Project Components – Ask them to break that down: if that's the project, what specific things will they be demonstrating mastery of and for what purpose? Write their answers on the board. (You're using this to call attention to the fact that they do draw all of this from themselves and that there are explicit connections among what they are being asked to do, why, and how their work will be assessed. The more visibly they see these connections, the better they will understand them.) Therefore, highlight (with colored chalk, underlining, capitalization, what ever you have access to) the terms that they will draw out of their ideas to create the rubric.

- 1) Photoshop – They have to show that they **know how to use** the **basic tools** and **layers** in Photoshop.
- 2) Design – They have to show that they **know how to design a visual presentation**, ideally using some degree of subtlety because the intention is to make at least some of the shapes difficult to find.
- 3) Shapes – They have to show that they **know and can form a variety of shapes**.

They're more than halfway there!

Rubric Format – Draw a rubric on the board, but tell them people use different formats. For this one, you'll all use the same one. As they become familiar with them, they can start experimenting with the structure. You can use a 0-6 scale, 0-5, or 0-3. For simplicities sake for their first one, the example below is 0-3, 0 being the score for not completing and turning in the project at all.

Axis – Rubrics are like the tables and graphs they've done in spreadsheets in that they (tables) have two axes of information. The left axis tells you *the individual components of the project that are being assessed*. The top tells you *out of what possible score or grade*. The cells, then tell you what level of skill is required (row) for that component to merit that grade (column). This may seem obvious, but it is not obvious to all students and will help all students as they learn to make their own rubrics. It is one thing to read and understand something. It takes an entirely different set of skills to create something on your own.

	3	2	1	Score/Rating

Now you've got your rubric and you know what you are assessing, just transfer the information they came up with above into the rubric. How they do this is somewhat up to them. Some people want more detailed row headings so, for example, each of the two items under Photoshop (above) would be a row heading, as such:

	3	2	1	Score/Rating
Photoshop: Use of Tools				
Photoshop: Use of Layers				

It's much easier, and clearer with such small details as these (at this very basic skill level), to have a general heading and put the details in the aspects of that heading that meet the scoring requirements, as below (there should be some emphasis here on their courage with experimentation):

	3	2	1	Score/Rating
Photoshop	<ul style="list-style-type: none"> <li>• Demonstrates mastery of and courage with basic tool use</li> <li>• Demonstrates clear understanding of layers and layer styles</li> <li>• Experiments intelligently with tools and options</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic understanding of basic tool use and has used at least 4 tools</li> <li>• Demonstrates basic understanding of layers but no evidence of understanding of layer styles</li> <li>• Experiments minimally or unsuccessfully with options</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use more than one or two tools or shows no understanding of the basic tools</li> <li>• Only one layer or the layers are confused and illogical</li> <li>• Has not experimented with other features</li> </ul>	

These are the significant ideas for assessing the Photoshop skills.

Design – Next, for the design segment, ask students to think about what their designs should be. They know they have to have the shapes and that some should be difficult to locate. Ask, in general, what people want from designs. They should come up with the idea that they should, in some way, be visually appealing. Visually appealing is subjective, but what are some elements that contribute to this overall effect? Whatever they come up with should go on the board: colors, business, dimension, mood, even shapes.

Then, as above, they can choose: the significant elements of design can be either separate row headings or can make up the aspects of design necessary to meet the requirements for a 3. Ask them to think about how they will allow for different tastes (some like loud designs, some quiet, and everyone has different tastes in colors).

Content: Shapes – Follow the same process with shapes.