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ISLT 9458: Technology and Assessment
Performance Assessment

Grade level: Juniors and Seniors

Subject area: Graphic Design and Desktop Publishing (an advanced course)

Standard/learning objectives: (These objectives were copied directly from the Graphic Design and Desktop Publishing curriculum document.)

1. Apply typographic principles.
2. Apply design principles and elements to create various media.
3. Use a design process (brainstorming based on target market; sketch, composite, mockup, gather content, draft copy, feedback, product).
4. Create and manipulate vector images (Illustrator) – may or may not meet every objective.
 - a. Use shape tools (rectangle, ellipse, flare, polygon, etc.)
 - b. Use selection tools (direct selection vs. selection)
 - c. Use pen tool to create paths (Bezier curves, etc.)
 - d. Create complex paths (pathfinder, shape builder)
 - e. Apply special effects (3d Tools, perspective drawing, envelope, gradient mesh, blend, etc.)
 - f. Manipulate type (leading, kerning, tracking, create outlines, etc.)
 - g. Transform shapes (rotate, free transform, reflect, shear, etc.)
 - h. Use layering techniques
 - i. Manage color (Kuler, swatches, gradient, etc.)
5. Create and manipulate raster images (PhotoShop) – may or may not meet every objective.
 - a. Use advanced selection tools and techniques to make quality selections (Quick Selection, Extract, Quick Mask Mode, Layer Mask, and Threshold)
 - b. Use non-destructive layering techniques (layer masks, adjustment layers, smart objects)
 - c. Perform photo corrections (straighten, crop, levels, color balance, curves, variations, etc.)
 - d. Perform photo retouching and repairing (clone stamp, patch tool, healing brush, etc.)
 - e. Manage graphic files (PSDs, TIFFs, JPGs, etc.)
6. Create a custom size printed publication using a page layout program.
 - a. Setup custom documents based on project (size, orientation, margins, grids, columns, bleed, master pages, etc.)
 - b. Manipulate type (leading, tracking, kerning, paragraph styles, character styles, tabs, dot leaders, etc.)
 - c. Manage text frames (threading)
 - d. Manage placed graphics (frames, graphics, links, etc.)
 - e. Manage color (Kuler, swatches, pantone, CMYK, RGB, etc.)
 - f. Save page layout files based on delivery method (package, PDF, INDD, etc.)
7. Read and apply multi-step directions.
8. Use acceptable standards for grammar, mechanics, spelling, and word usage.

The essential questions:

- Where do designers get their ideas?
- How do effective designers capture the attention of their intended audience?
- In what ways can technology enhance expression/communication?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- When are the most sophisticated tools required and when are the simplest tools best?

GRASPS Task Design Prompt – Re-Design a Book Jacket

Goal

- Your task is to **re-design an existing book jacket utilizing your knowledge of Adobe PhotoShop, and/or Illustrator, and InDesign and following principles of design.**
- The goal is to **create an original, creative, and eye-catching jacket that will entice people to read the book.**
- The problem or challenge is to **accurately represent the character of the book while at the same time effectively utilizing the software.**
- The obstacles to overcome are **selecting the most effective graphics and fonts (typography) and in integrating multiple software applications.**

Role

- You are a **graphic designer.**
- You have been asked to **re-design an existing book jacket.**
- Your job is to **integrate at least 2 software applications and their respective techniques to create the jacket while practicing principles of design.**

Audience

- Your client is **a book publisher.**
- The target audience is **readers of the specific genre you choose.**
- You need to convince **your readers to purchase the book.**

Situation

- The context you find yourself in is **a graphic designer.**
- The challenge involves dealing with **how to best lay out the book jacket.**

Product, Performance, and Purpose

- You will create a **book jacket for an existing book** in order to **get readers to read the book.**
- You need to develop a **book jacket that includes relevant graphics, an appropriate font, specific characteristics of a book jacket (front cover, back cover, inside flaps, spine)** so that it is **appealing to potential readers and accurately reflects the genre and characteristics of the book.**

Standards and Criteria for Success

- Your performance needs to include **techniques from multiple software applications, accurately reflect the character of the book, and follow principles of design.**
- Your work will be judged by **your peers and your instructor.**
- Your product must meet the following standards: **Rubric.**

Performance Assessment Plan:

Brief Description of Performance Task (as presented to students): You are a graphic designer for a book publishing company. Your assignment is to redesign a book jacket for a book that is being re-released. The book jacket will include a front and back cover, the spine, and the inside flaps. You will utilize your knowledge of design principles (contrast, repetition, alignment, proximity, simplicity) as well as your ability to integrate multiple software applications to create a jacket that will appeal to the specific audience the book is intended. Only the graphic component will be done in Photoshop or Illustrator (depending on whether you are using an image or an illustration). The bulk of the work will be done in InDesign.

Before beginning, look at several of the sites below to get ideas, look at actual books in the Media Center, and/or look at former student examples on the p: drive.

Examples

<http://www.olympus.net/personal/brewster/portfoliob.html>

<http://www.bookcoverexpress.com/>

<http://www.watchmakerpublishing.com/Watchmaker%20Cover%20Samples%202.html>

<http://www.bookcoverdesigner.com/portfolio.html>

<http://www.artbookbindery.com/CoverDesignComplete.htm>

Content to be included:

- Front cover – at least the title and author
- Spine – title of book, author name, and publisher name
- Back cover – ISBN number, price, publisher name, cover design by your name, at least one statement endorsing the book—a quote from someone known is often used
- Inside flap 1 – book description
- Inside flap 2 – author information, could include author photograph

Requirements:

- After reviewing examples, sketch your new design concept and review with instructor. Sketch should provide a clear picture of the book jacket (i.e. what graphics will you use? What type of font? What colors?)
- Size specifications:
 - Actual dimension is up to you. You will need to do some measuring before you begin. Include measurements for a front cover, a back cover, the spine, and the two inside flaps.
 - Bleeds: 1/8 inch. Be sure you set your dimensions in PhotoShop—if the image is going to bleed, add 1/8 inch to each side that bleeds.
- Graphics – Can either be done in PhotoShop or Illustrator. If photographs, make sure they are large enough to prevent pixilation.
- The graphics/illustration should expand the content of the book.
- Typography - Font choices are easy to read—in size and legibility (no more than three) and reflect the mood of the book; allow for contrast.

- The final layout MUST be done in InDesign. This is where you will add most of the text.
- Make sure your cover dimensions are correct and even (back and front are same size, flaps are same size, spine is in the center, etc.) and cover folds correctly.
- Don't forget....if it bleeds, you need to add an eighth (1/8) of an inch to each dimension.
- PEER EVALUATION: Before you proceed to final packaging, please have two students peer review your book jacket. Discuss your thought process in designing the jacket and their comments regarding layout. Do you agree? Did you make recommended changes? Was their critique helpful?
- Export final product as a PDF.
- Package the final product. Copy packaged folder and PDF to p drive.
- See scoring guide on next page.

Book Jacket Scoring Guide

Category	Poor (1)	Fair (2)	Excellent (3)	Total (x multiplier)
Create and manipulate vector OR raster images (x3)	Little to no use of software tools/techniques to create and/or manipulate graphics. Graphics are pixilated and distorted.	Some ineffective uses of software tools/techniques to create and/or manipulate appropriate graphics. Graphics may not be of high quality or inappropriate dimensions.	Effective use of software tools/techniques to create and/or manipulate appropriate graphics. Graphics are of high quality and appropriate dimensions.	/9
Create a custom size printed publication using a page layout program. (x5)	Little to no use of software tools/techniques to create the layout of the book jacket.	Some ineffective uses of software tools/techniques to create the layout of the book jacket.	Effective use of software tools/techniques to create the layout of the book jacket.	/15
Use a design process (examples, sketch, brainstorm, feedback)	No sketches and/or no conference with teacher.	Sketches lacked detail; conference with teacher.	Sketches are detailed to include graphics, colors, fonts. Conferenced with instructor.	/3
Apply design principles and elements to create various media. (x5)	Multiple problems with application of design principles (contrast, repetition, alignment, proximity, simplicity)	Some design principles not applied effectively and appropriately (contrast, repetition, alignment, proximity, simplicity)	Strong obvious application of design principles (contrast, repetition, alignment, proximity, simplicity)	/15
Apply typographic principles. (x2)	Minimal attention is paid to typography and jacket lacks good font choices and character adjustments (tracking, leading, etc.)	Minimal attention is paid to typography or jacket lacks readability or font choice clashes with message.	Attention is paid to typography and book jacket reflects good font choices and character adjustments (tracking, leading, etc) that tell the message and are readable.	/10
Manage graphic files (x2)	Wrong file placement and multiple linking problems. Project not packaged.	Some incorrect placement of files in InDesign or some linking problems or packaging problems.	Correct file types placed in InDesign. No linking problems. Project packaged.	/5
Save page layout files based on delivery method (package, PDF, INDD, etc.) (x2)	Multiple errors in saving and exporting. Lack of file management—files all over the place.	Some files not saved in native format or not exported as required. Some missing files.	Files saved in native format (psd, ai, indd) and exported as required (pdf). Files saved in correct location.	/6
Read and apply multi-step directions.	Multiple directions not followed.	1-2 directions not followed.	All directions followed (dimensions, bleed, graphics expand content, etc.)	/3
Use acceptable standards for grammar, mechanics, spelling, and word usage. (x2)	Book jacket has many grammatical, mechanical and spelling errors and includes inappropriate appropriate word usage.	Book jacket has <3 grammatical, mechanical and spelling errors and may include inappropriate word usage.	Book jacket is free of grammatical, mechanical and spelling errors and includes appropriate word usage.	/6
TOTAL POINTS				/72

Narrative

Description of Technology/Assessment of Performance

In this assessment, students will be using either Adobe Illustrator, an illustration program, or Adobe PhotoShop, an image editing software program, AND Adobe InDesign, a page layout software program. The major purpose of this assignment is to integrate the use of a graphics program (PhotoShop or Illustrator) with a page layout program (InDesign) to produce a final product, in this case, a book jacket. As in real life, students will determine which graphics program to use based on the type of image they feel fits the character of the book. For example, a children's book jacket would most likely be illustrated where a book-turned-movie might include photographs from the movie itself. This assessment would follow learning units from all three software programs. While I will be assessing their graphics development, the major assessment will center on their use of InDesign tools and techniques for laying out the final product and their ability to integrate their graphics into the page layout. By using both a graphics program and a page layout program, I will be able to determine whether students have used the appropriate tools/techniques and how effectively they've used them.

Thought Process

Toward the end of the year in my Graphic Design class, I try to find projects that allow students to demonstrate their knowledge of the tools and techniques of the software and at the time allow for student creativity and interest through their application of design principles. Students have already created a 2-page magazine spread, a movie poster, and a music cd cover and label among other items. I was looking for one more assignment that would require students to use the advanced features of InDesign that include the capacity to integrate files from other Adobe products.

As I designed the actual assignment, I looked at the six facets of understanding and tried to see how this type of performance assessment fits. At first it seemed very confusing to me but as I re-read the text and investigated other examples, I began to see how they apply. In the "explain" facet, students learn how to use the tools and techniques of the given software and learn the principles of design but may not necessarily understand how to put them together to form a product. As students "interpret" how the tools and techniques work, they are able to see how they might use the tools and techniques to produce something concrete. Students then "apply" their knowledge of the software tools along with their understanding of design principles to create an original product. They have to do this from the "perspective" of their client or their target audience. I added a peer review to this assignment so that students would be able to both experience and show "empathy" as each student would be required to review others' work as well have others review their work. I still struggle with the "self knowledge" on this one. At the end of each unit students write a reflection piece but it covers the whole InDesign unit and I'm not sure how "deep" they reflect.

Self Assessment of Design

The hardest part of creating assessments for performance products is creating the rubric. Every time I think I've got a good rubric, I use it and then find the flaws. This process has helped me to really tie in my objectives to my rubric and I'm excited to be able to use it soon.

I also found value in looking at the six facets throughout the design of this assessment. At least the first five facets lend themselves to courses like mine where students actually produce finished products. I believe this assignment is an excellent assessment tool for evaluating deep understanding of the software and the application of the principles of design and I'm looking forward to seeing the high level of book jackets that are created.