

Name
 VID
 Course
 Session/Year
 Major

TVCA Rubric

	Areas	Students ...	Grade	Comments
Think	1 Comprehension	Comprehends and analyzes facts, data, requirements and expectations in order to accomplish course objectives. Is attentive, asks appropriate questions, doesn't ask questions already answered in class and doesn't ask questions that he/she could answer independently. Takes notes during demonstrations or lecture. Reads all assignments and instructions. Provides in-depth accurate analysis of facts, data or ideas presented. Seeks supplemental resources.		
		Has difficulty restating facts or ideas. Asks for information to be repeated. Either does not read or appear to understand written or verbal material provided.	0 or 1	
		Utilizes facts, requirements and expectations in order to complete assignments similar to examples seen. Listens and reads, but doesn't always comprehend material well.	2 or 3	
	2 Independent Learning	Provides in-depth accurate analysis of facts, data or ideas presented. Reads and comprehends verbal and written instructions. Seeks supplemental resources.	4 or 5	
		Seeks outside additional resources related to the subject matter. Shows initiative during learning process without needing to be prompted. Demonstrates ability to follow instructions provided without the support of instructor, lab assistants or classmates. Seeks supplemental resources.		
		Requires constant support by instructor or others in order to complete assignments before utilizing resources provided. Requires prompting in order to meet objectives set.	0 or 1	
	3 Problem Solving	Can learn required material independently, but will ask for assistance occasionally before attempting to utilize resources. Asks questions related to project requirements only.	2 or 3	
		Demonstrates the ability to learn independently utilizing resources provided and seeks other resources. Asks questions related to application of content beyond assignment.	4 or 5	
		Demonstrates they are attempting to solve problems by using the information provided and/or resources available, applies deductive reasoning and applies fundamentals learned to future projects. Demonstrates the ability to use appropriate resources to find answers to their questions. Seeks supplemental resources.		
	4 Progressive Learning	Has difficulty making appropriate decisions. Is unaware of additional resources available to solve problems. Is unaware of multitude of solutions possible to solve problem.	0 or 1	
		In most cases can use data or ideas to solve problems or make appropriate decisions in order to complete course objectives. Solves problems but not in an innovative way.	2 or 3	
		Provides in-depth analysis of data or ideas, uses deductive reasoning, creativity, innovation and fundamentals and seeks supplemental resources to help them solve problems.	4 or 5	
	5 Process	Applies principles, facts and data previously learned in order to accomplish course objectives. Rarely repeats errors. Does not need to relearn prerequisite course material.		
		Has difficulty remembering facts or procedures learned previously that need to be applied to later assignments. Repeats errors often. Seems to have to relearn material often.	0 or 1	
		Remembers facts or procedures learned previously and usually applies to later assignments. Might forget complicated concepts. Sometimes repeats errors.	2 or 3	
	6 Initiative/Motivation	Applies previously learned facts or procedures to new applications and problems to accomplish course objectives. Rarely repeats errors	4 or 5	
		Applies procedures, principles and themes to complete course objectives. Goes beyond minimal requirements from concept to finish. Researches topics thoroughly in advance. Documents ALL process. Does not skip important steps in the creative process.		
		Skips steps in the creative process or technical requirements. Does not thoroughly research topics prior to coming up with solutions. Decisions primarily based on assumptions.	0 or 1	
	7 Self evaluation	Completes most steps of creative process and technical requirements. Provides examples at the minimum requirements. Researches topics, but doesn't apply knowledge.	2 or 3	
		Applies progressive steps in the creative process & technical requirements beyond expectations. Thoroughly researches topics and applies toward decision-making rationale.	4 or 5	
		Demonstrates initiative and enthusiasm toward the course objectives and career goals beyond the basic course requirements. Exhibits a desire to learn more about a graphics career. Networks with fellow classmates and industry professionals. Attends related events and/or is a participating member of industry clubs/organizations.		
Value	6 Initiative/Motivation	Demonstrates interest in career verbally, however actions might demonstrate priorities are to finish versus learn. Does not participate in industry-related events or clubs.	0 or 1	
		Shows initiative and motivation when material interests them. Rarely participates in industry-related events or clubs. Actions and solutions usually indicate a desire to learn.	2 or 3	
		Demonstrates initiative and motivation towards course content and career opportunities. Participates in related organizations. Networks. Always wants to learn more.	4 or 5	
	7 Self evaluation	Reviews work and assignment requirements prior to submission, reviews evaluations and critiques in order to improve skills. Takes the initiative to perform 'LifeMap' self-evaluations and classroom self-evaluation opportunities. Does not wait until the last minute to review work. Can identify and remedy any learning-related weaknesses.		
		Rarely checks work or requirements prior to submission or does not read evaluations of assignments. Does not attempt to self-evaluate.	0 or 1	
		Reviews work before submission, but doesn't fixed noticed errors prior to submitting work. Reviews evaluations and self-evaluates with no intention for improvement.	2 or 3	
		Always reviews work before submission and corrects. Reviews and applies feedback. Uses self-evaluation tools with intent to improve prior to receiving feedback from others.	4 or 5	

		Provides evidence of improved work based upon recommendations of classmates or instructor. Applies suggestions from previous assignment evaluations and critiques and the critiques and evaluations of others. Work clearly improves during the semester technically and aesthetically. Proofreads and corrects frequently. Runs spell check and corrects work before turning it in.	
8	Improvement	Rarely demonstrates evidence that they are improving work or applying suggestions from the evaluations of others. Frequently turns in work that has obvious errors.	0 or 1
		Work shows some levels of improvement during the semester and applies suggestions from evaluations. Makes attempts to proofread and correct before submitting work.	2 or 3
		Work clearly improves during the semester and clearly applies suggestions from evaluations. Always proofreads and corrects work before submitting.	4 or 5
9	Professionalism	Exhibits a professional level approach to presentation of work and pride in work produced. Demonstrates time and care went into the execution and craft of the final presentation. All rationale was strongly supported with target audience in mind for final execution.	
		Presentations do not exhibit an appropriate level of professionalism. Inappropriate materials used. Quality, neatness, effective layout we not demonstrated.	0 or 1
		Presentations are acceptable and within requirements. May lack a unique approach when needed. Has a few craft or measurement errors but demonstrates pride in work.	2 or 3
		Presentations use appropriate materials, are exceptional in quality & demonstrate a unique approach when appropriate. Demonstrates care and pride in presentation of work.	4 or 5
10	Respects Opinion	Demonstrates respect for the constructive criticism of others. Sees value in viewing things from multiple viewpoints other than their own. Welcomes feedback on how they can improve their final outcomes.	
		Often disregards or rejects opinion/suggestions by instructor and/or classmates during critiques. May show desire to discontinue critique without receiving enough feedback.	0 or 1
		Listens to suggestions of others during critique. May be limited in ability to see things from multiple viewpoints. Doesn't seek additional feedback other than what was provided.	2 or 3
		Respects others opinion. Encourages multiple viewpoints and exhibits an effort to try alternative solutions. Asks questions related to receiving specific feedback desired.	4 or 5
Communicate	11 Verbal interaction	Uses non-confrontational, non-abusive, socially appropriate and grammatically correct tone and language in order to communicate ideas and suggestions to instructor and classmates. Responds to email or other types of communication within a reasonable amount of time. Appropriately responds to instructor evaluations or critique comments in a non-defensive and non-argumentative way and in a way that doesn't discourage feedback from others.	
		Makes inappropriate comments. Interrupts or responds in a way that discourages feedback. Often defensive. Argumentative and/or always challenges suggestions of others.	0 or 1
		Appropriate verbal expression though limited in desire to critically address his/her work orally and respond to concepts discussed. Usually doesn't discourage feedback.	2 or 3
		Exhibits appropriate verbal expression. Constructively criticizes own and others work without offending. Responds to concepts discussed in a timely and open-minded manner.	4 or 5
12	Express concepts	Demonstrates the ability to articulate their design solutions and methods while correctly using industry-standard vocabulary to accomplish their communication goals.	
		Has difficulty expressing concepts related to work, process, solutions or ideas. Uses terminology incorrectly or not at all. Others have a difficult time understanding.	0 or 1
		Usually can express concepts that describe design solutions or methods, however, might avoid using industry-related terminology to do so.	2 or 3
		Articulates accurately and appropriately using industry-related vocabulary to describe work, process, solutions or ideas of self and others.	4 or 5
13	Participation	Is attentive and offers constructive criticism or praise without prompting, does not talk or participate in other activities while others presenting material or conducting discussions.	
		Does not participate in class discussion, activities or critiques unless prompted. May be distracted by other activities or thoughts during presentations or discussions of others.	0 or 1
		Usually participates in class discussion, activities and critiques. Demonstrates a desire to become involved with activities but might wait until prompted to participate.	2 or 3
		Enthusiastically joins in activities, discussions and critiques while also giving others the opportunity to participate. Offers a willingness to participate.	4 or 5
Act	14 In class conduct	Conducts themselves in a socially appropriate manner, physically, that does not distract from the learning environment. Follows stated rules of classroom conduct as defined in syllabus and/or student handbook. Does not sleep during class. Only utilizes computer, cell phones and other classroom distractions when instructed to do so. Does not use computer during lecture or demonstration unless instructed to do so.	
		Repeatedly violates rules of classroom conduct. (may include cell phone use, using computer when inappropriate, etc). Is disrespectful or distracts (such as sleeping, etc).	0 or 1
		Attempts to follow rules of classroom conduct with rare violations. Does not distract from the learning environment. Usually conducts themselves in a respectful manner.	2 or 3
		Follows all rules of classroom conduct stated, in syllabus or student handbook. Never distracts from learning environment. Is respectful. Only uses computer when appropriate.	4 or 5
15	Preparation	Is aware of scheduled activities regardless of whether or not they were announced by the instructor and arrives to class prepared with required assignments and tools.	
		Is not aware of scheduled activities and/or does not arrive prepared. Forgets to bring necessary tools or assignments often. Does not read scheduled reading assignments.	0 or 1
		Is aware of most scheduled activities and arrives prepared. Reads most, but not all reading assignments scheduled. Usually brings tools needed.	2 or 3
		Is always aware of scheduled activities and arrives prepared to accomplish them. Always has tools needed and reads all reading assignments prior to class.	4 or 5
16	Out of class work	Spends a minimum of 3 hours for each credit hour OUTSIDE OF CLASS doing assignments and/or meeting course requirements. Comes to class with work demonstrating progress outside of class and doesn't attempt to work on assignments during class time unless instructed to do so.	
		Rarely exhibits evidence of work accomplished outside class. Work rarely demonstrates progress. Often uses class time to complete work that should be done outside of class.	0 or 1
		Usually spends the required time needed outside class to accomplish course objectives however work demonstrates a little more time is needed.	2 or 3
		Always demonstrates that he/she has spent the time needed outside class to accomplish course objectives. Obvious progress is made from one class to the next.	4 or 5

17	Meeting deadlines	Turns in all project requirements by the due date and time scheduled. Does not attempt to complete assignments in the time that occurs immediately before class or during the first few minutes of class.		
		Does not turn in project requirements by due dates repeatedly. Attempts to print or finish work in the minutes leading up to the time a project is due.	0 or 1	
		Turns in all project requirements by due date with rare exceptions. Might wait until the last day/minute to complete project requirements.	2 or 3	
		Turns in all project requirements by due date. Does not attempt to complete work just before it is due. Work is often complete way in advance.	4 or 5	
18	Time management	Prioritizes school, work and/or family obligations in order to accomplish course objectives in a way that does not interfere with the amount of time needed to apply concepts taught, execute assignments or in a way that reduces the amount of learning that ought to occur. Work clearly demonstrates enough time was spent.		
		Has difficulty setting priorities which greatly limits their ability to accomplish learning objectives. Execution is often rushed or important processes skipped due to lack of time.	0 or 1	
		Usually sets priorities in order to successfully manage time to accomplish learning objectives. Execution is sometimes rushed due to unplanned or unforeseen circumstances.	2 or 3	
		Sets priorities in order to successfully manage time. Makes necessary adjustments to lifestyle or schedule in order to spend the time needed on assignments.	4 or 5	
19	Attendance	Arrives to class on time, doesn't leave early, hasn't missed any classes regardless of whether or not it is consider an 'excused' absence by the instructor. (An absence is an absence regardless of the reason).		
		Incurs repeatedly tardies and/or leaves class prior to dismissal and absences are affecting progress and learning objectives set for the course.	0 thru 1	
		Is rarely tardy or leaves early and has no more than two absences within the semester. Absences are due to documented and/or emergency-related reasons.	2 thru 3	
		Arrives punctually and remains in class. Has no more than one absence within the semester.	4 thru 5	
20	Responsibility	Does not attempt to make excuses or blame others (people, equipment, technology, unforeseen events) for inappropriate actions, unpreparedness or poor planning on their behalf. Assumes responsibility for their part in team assignments. Adjusts behaviors and actions to prevent repeated unplanned circumstances from occurring. Understands their grade is earned based upon their performance and ability to meet constraints/requirements.		
		Blames others/makes excuses for unsatisfactory outcomes. Doesn't participate responsibly in assigned team projects. Repeated obstacles are not anticipated or remedied.	0 thru 1	
		Meets expectations for team assignments when assigned. Often seems to have a good reason for negative outcomes, but reasons are generally 'out of his/her control'.	2 thru 3	
		Assumes full responsibility for all outcomes. Goes above and beyond being a reliable and responsible team member. Anticipates and remedies unplanned circumstances.	4 thru 5	

TOTAL:	
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