

# Photo Essay Rubric

name: \_\_\_\_\_

per. \_\_\_\_\_

CATEGORY	20	16	14	12	
<b>Creativity</b>	Several of the photos used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the photos used on the poster reflect student creativity in their creation and/or display.	The photos are made by the student, but are based on the designs or ideas of others.	No photos made by the student are included.	
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	
<b>Writing</b>	Ideas make sense and are proposed in a logical sequence. All facts are cited. There are no spelling or grammatical mistakes in the photo essay.	Ideas mostly make sense and are proposed in a somewhat logical sequence. Most facts are cited. There is 1 spelling or grammatical mistake in the photo essay.	Ideas somewhat make sense and are proposed in an abstract sequence. Some facts are cited. There are 2 spelling or grammatical mistakes in the photo essay.	Ideas don't really make sense and not in any specific sequence. Facts are not cited. There are more than 2 spelling or grammatical mistakes in the photo essay.	
<b>Images</b>	Images create a distinct atmosphere or tone that matches the story. The images communicate additional meaning, symbolism and/or metaphors.	Images create an atmosphere or tone that matches some of the story. The images may communicate additional meaning, symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.	
<b>Mission</b>	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary and photos chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary and photos chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary and photos chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.	

What was your favorite image and how did it add to your story? \_\_\_\_\_

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