

AP 2D Design
Adapted Rubric Concentration

A concentration is defined as “**a body of work unified by an underlying idea that has visual coherence.**” While looking at the body of work as a whole consider the content, style, and process of the work. Also keep in mind the 2D design issues: Unity, Variety, Balance, Emphasis, Contrast, Rhythm, Repetition, Proportion, Scale, and Figure/Ground Relationships. The work presented should be considered as a whole and may span a range of levels of achievement, in this case, the higher level that is reached should be acknowledged in the given score. There are four major areas of concern: coherence and/or development, quality of the concept/idea represented, degree of development and investigation that is evident in the work, and quality of the work in both concept and process.

A. Integration of the Topic of the Concentration and the Work Presented

6. The topic and work are unmistakably and coherently integrated
5. The topic is successfully integrated with most work
4. The topic and work are closely related
3. The connection between topic and work is evident but erratic
2. Work conveys sense of concentration but integration of topic is inadequate
1. Little or no evidence of a topic or not enough work

B. Decision Making and Discovery Through Investigation

6. Investigation of topic shows informed decision making and discovery
5. Investigation of topic shows thoughtful decision making in many ways
4. Some clear decision making and discovery are evident
3. Decision making is sporadic, little sense of investigation
2. Decision making is lacking; work is insufficiently explored
1. Work shows little or no evidence of decision making or investigation

C. Originality and Innovative Thinking

6. Clearly demonstrates original vision and innovative ideas/risk taking
5. Work generally demonstrates original and innovative ideas
4. Work demonstrates some originality and some innovative thinking
3. Work demonstrates emerging attempts at originality and innovation
2. Concentration is unoriginal or relies mostly on appropriation
1. Concentration comprises poorly executed trite or simplistic solutions

D. Evocative Theme and Engagement of the Viewer

6. Evocative, engaging theme is sustained through most of the work
5. Evocative, engaging theme is clearly present in much of the work
4. A clear theme that engages the viewer with some work is discernible
3. Potentially engaging theme, partly discernible but inadequately considered
2. Potentially engaging theme is presented but is largely unsuccessful
1. A theme that could engage the viewer with the work is absent

E. Understanding and Application of 2D Design Principles

6. Work shows thorough understanding and effective application of design
5. Overall work shows understanding; there may be some less successful
4. Work is inconsistent, but overall understanding is good
3. Work demonstrates moderate understanding and superficial application
2. Work shows a weak understanding or limited application
1. Work shows very little or no understanding or application

F. Transformation and Growth

6. Work conveys a sense of successful transformation and growth
5. Work generally conveys a sense of transformation and growth
4. Some transformation; growth is evident but work may be repetitive
3. Transformation may be discernible; growth is limited
2. Work is mostly repetitive; only a few show signs of transformation
1. Overall, the work shows negligible transformation or growth

G. Technical Competence and Skill with Materials and Media

6. Work is technically excellent; materials and media use effectively
5. Work is technically strong; materials and media used well
4. Demonstrates good technical competence; but may not work together
3. Uneven but emerging technical competence
2. Marginal technical competence; awkward use of materials and media
1. Very little technical competence; it is naïve and lacks skill

H. Appropriation and the Student “Voice”

6. Appropriation is transformed and student’s voice is prominent
5. Appropriation shows strong sense of student’s voice
4. Student’s voice is discernible, appropriation is apparent
3. Direct reproductions, student’s voice is minimal
2. Direct copies, little discernible student voice
1. Direct copies, no discernible student voice

I. Image Quality

2. Images are difficult to see due to size, focus, or poor light
1. Images are impossible to see due to size, focus, or poor light

J. Overall Accomplishment

6. Varying levels of accomplishment, but overall excellent
5. Varying levels of accomplishment, but overall strong
4. Uneven levels of accomplishment, but overall good
3. Emerging level of accomplishment, but overall moderate
2. Little accomplishment is demonstrated, overall weak
1. Overall lacks accomplishment, poor level.