

**Yearbook 12**

Feb 20, 2004

YYB 12

**District Name:** Abbotsford

**District Number:** SD # 34

**Developed by:** Jennifer Nera and Denise Silzer

**Date Developed:** January 7, 2004

**School Name:** W. J. Mouat Secondary and Abbotsford Senior Secondary

**Principal's Name:** Des McKay and Glen Roger

**Board/Authority Approval Date:** APR - 5 2004

**Board/Authority Signature:**

**Course Name:** Yearbook 12

**Grade Level of Course:** Grade 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120 hours

**Prerequisite(s):** Yearbook 11

**Corequisite(s):** None

**Special Training, Facilities or Equipment Required:** Computers, Internet access, Pagemaker software, Photoshop software, Jostens Yeartech, digital cameras, conventional cameras.

**Course Synopsis:**

This course specifically addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout and design, photography and publishing. An integral part of this course will be the demonstrable production of a school yearbook. These class-based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines and producing a publication. Yearbook 12 students are expected to meet all learning outcomes from Yearbook 10 and Yearbook 11 as well these students will be instrumental in the conceptual planning and editing of the yearbook

The course will include studies of the following units:

Concept Planning  
Graphic Design  
Desktop Publishing

Copy Writing  
Print Photography  
Editing

**Rationale:**

This course is meant to allow students to further develop and demonstrate the skills of journalism, communications and publishing. The course is closely related to the real-world experience of meeting deadlines by creating a product that must be sold and delivered. Students in this course will be required to demonstrate use of concepts, ideas and activities that will help them in their future endeavours. Students will gain computers skills using publishing software. This course is designed around the production of a yearbook. As such students must demonstrate:

***Personal Responsibility:***

Manifesting ownership of the aesthetic dimension of the book.

***Motivation:***

Engaging in real-world experiences and compiling information about related careers.

***Co-operation:***

Sharing economic and physical resources in a team project.

***Participation:***

Operating in a school environment in a project designed to reflect that very environment.

## Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Concept Planning	5
Unit 2	Copy Writing	2
Unit 3	Graphic Design (Yeartech software and Digital Imaging)	16
Unit 4	Print Photography	10
Unit 5	Desktop Publishing	80
Unit 6	Editing and Distribution	7
<b>Total Hours</b>		120 (+ many extra hours)

***PLEASE SEE APPENDIX A FOR GRADE AND LEVEL OF EXPECTATION BREAKDOWN BETWEEN YEARBOOK 10, YEARBOOK 11 AND YEARBOOK 12***

### Unit Descriptions:

**Unit 1:** Concept Planning

#### Specific Expectations:

It is expected that students will:

- Create ladder (entire book organization)
- Help in developing theme
- Create master page including font/ backgrounds and folio tabs.
- Create style palette
- Responsible for the development of cover and endsheets using theme
- Students will use past yearbooks to organize ladder – page allotments, page themes etc.
- Learn advanced functions using Pagemaker software

#### Strategy:

The student will:

- Examine past yearbooks and evaluate them based on a variety of criteria.
- Prepare a cover, front and back page, end sheets, which shows a specific theme that runs consistently throughout all the designs.

#### Resources:

1-2-3 Jostens Yearbook Curriculum

Past yearbooks (from our school and from other schools)

## **Unit 2: Copy writing**

It is expected that students will:

- Meet all expectations and learning outcomes from Yearbook 10 and Yearbook 11.
- Develop questionnaires for interviewing and subsequent incorporation of material into copy
- Proofread and edit grade 10/11 copy
- Create headlines, sub-headlines and feature articles that develops thematic consistency

### **Strategy:**

The student will

- A basic feature story based on effective research and information-gathering techniques.
- Incorporate paraphrasing and direct, indirect and partial quotes into the story.
- Effective transitions to give the story continuity.
- A variety of leads within both content and structural guidelines provided by the teacher.
- Self-edit so that the final manuscript is ready for submission to the printer.

### **Resources:**

1-2-3 Jostens Yearbook Curriculum  
411 Essential Information from Jostens – class worksheets  
Handouts

## **Unit 3: Graphic Design (Yeartech software and Digital Imaging)**

*It is expected that students will already have basic computer skills from previous yearbook courses. However, they will be learning and using Advanced Functions not generally used by students taking Yearbook for the first time. These include:*

- create custom templates
- create style libraries
- create colour library
- create custom graphics

### **Resources:**

1-2-3 Jostens Yearbook Curriculum

## **Unit 4: Print Photography**

It is expected that students will:

- Use a 35 mm camera to take sport photographs including all team photographs
- Use a flash for indoor photography
- Use info-scropper to manually crop photographs
- Properly label photoboxes and photographs for production
- Scan photographs for use in layout

## **Unit 5: Desktop Publishing**

It is expected that students will:

- Produce yearbook pages from start to finish that include copy, design elements and photography using Jostens yeartech software.
- Meet publication deadlines.
- Fully cover all school events.
- Produce high quality colour pages
- Self -proof pages for spelling (especially student and staff names) and accuracy
- Prepare page envelopes for submission
- Print pages when completed.

## **Unit 6: Editing and Distribution**

It is expected that students will:

- Proofread their own and their peers completed copy
- Proof pages for graphic design requirements
- Organize page deadlines
- Fill out page submission envelopes
- Print Final copy of pages for submission
- Burn deadline cd's
- Package deadlines for mailing
- Edit proofs received from Jostens
- Plan and organize yearbook distribution at school year end
- Ensure only paid copies are given out

### **Instructional Component:**

- Direct instruction
- Modelling
- Brainstorming
- Group work
- Interactive instruction
- Power point presentations

### **Assessment Component:**

<b>Communication (Weight 20%)</b>	
<p>Formative</p> <ul style="list-style-type: none"> <li>• Ability to follow instructions (teacher log book)</li> <li>• Demonstrates use and knowledge of graphic design terminology (teacher anecdotal records)</li> <li>• Demonstrates use and knowledge of copy writing, stories; articles; captions (journalism rubric)</li> </ul>	<p>Summative</p> <ul style="list-style-type: none"> <li>• Critique of final page layout assignment before submission (self/peer evaluation)</li> <li>• Create a student portfolio of copy write material (portfolio rubric)</li> </ul>
<b>Application (Weight 50%)</b>	
<p>Formative</p> <ul style="list-style-type: none"> <li>• Demonstrates ability to use Pagemaker and troubleshoot (student performance)</li> <li>• Demonstrates ability to use Photoshop and troubleshoot (student performance)</li> <li>• Ability to meet page layout deadlines 1 through 5 (planning ladder calendar)</li> <li>• Ability to take and/or organize digital photographs for daily class use (photography rubric)</li> <li>• Ability to take and/or organize print photographs for daily class use (photography rubric)</li> <li>• Ability to scan print photos with proper resolution (photo quality)</li> <li>• Demonstrate knowledge of information learned in application lessons (quiz)</li> </ul>	<p>Summative</p> <ul style="list-style-type: none"> <li>• Create individual page layouts for each deadline (layout rubric)</li> <li>• Create a student photo portfolio (portfolio rubric)</li> <li>• Create a student page layout portfolio (portfolio rubric)</li> <li>• Create a blueprint for yearbook using the planning ladder (ladder rubric)</li> <li>• Ability to create a master page (template rubric)</li> <li>• Ability to create custom templates (template rubric)</li> <li>• Ability to edit proofs received from plant (teacher feedback)</li> </ul>

<b>Professionalism (Weight 30%)</b>	
<b>Formative</b> <ul style="list-style-type: none"> <li>• Demonstrates respect for equipment (teacher logbook)</li> <li>• Demonstrates time management skills (teacher logbook)</li> <li>• Ability to communicate effectively with school staff and community to collect information (staff/community feedback)</li> </ul>	<b>Summative</b> <ul style="list-style-type: none"> <li>• Student self-evaluation (professionalism rubric)</li> <li>• Teacher evaluation (professionalism rubric)</li> </ul>
<b>Total Formative (60%)</b>	<b>Total Summative (40%)</b>

**Assessment Methods:**

- Student portfolio
- Rubrics
- Teacher logbook
- Teacher anecdotal records
- Self- evaluation
- Peer evaluation
- 

\*\* please see attached rubrics as assessment tool examples

**Additional Information:**

This is a course in which the final product is a book generated for the entire school population. As such, there is pressure on the students and teacher to produce a book that is of high quality that reflects the culture and events of the school year. This is done under tight deadlines with much extra time and effort put in by many. It is mandatory that schools have adequate technological equipment including computers and cameras. On top of this, computer technical support is often very necessary. Students who successfully complete this course will have gained valuable skills that are easily transferable to many fields. As well, it is an excellent source of material for the graduation portfolios.

# Appendix A

## Course Breakdown between grades:

### Unit One: Concept

#### Grade 10

Assessment: Minimum Level 3 (see rubric)

#### Theme Discussion

- Brainstorming ideas
- Interpret the conceptual philosophy of the yearbook
- Ways to integrate
- Learn the publishing vocabulary

#### Grade 11

Same as above plus

Assessment: Minimum Level 4 (see rubric)

- Application in regards to folios, headlines, graphics and copy

#### Grade 12

Separate Assessment that Yearbook 10/11  
(see rubric attached)

- Creation of master pages
- Creation of ladder
- Development of cover and endsheets using theme

### Unit Two: Basic Design (manual)

#### Grade 10

Assessment: Minimum Level 3 (see rubric)

- Understand a planned look approach
- Manual layouts
- Transferring manual layouts to computer

#### Grade 11

All of the above plus

Assessment: Minimum Level 4 (see rubric)

- Advanced design techniques

#### Grade 12

(this unit does not apply to Grade 12)



### **Unit Three: Copywriting**

#### **Grade 10**

Assessment: Minimum Level 3 (see rubric)

- Differentiate between story, headlines and captions
- Interview skills
- Write a basic article
- Self- edit existing copy

#### **Grade 11**

All the above plus

Assessment: Minimum Level 4 (see rubric)

- Write copy that develops with thematic consistency
- Write copy that uses direct quotes partial quotes and paraphrased materials

#### **Grade 12 (unit 2)**

All of the above plus

Assessment: Consistently achieving Level 5 (see rubric)

- Develop questionnaires for interviewing and subsequent incorporation of material into copy
- Proofread and edit Grade10/11 copy
- Create headlines, sub-headlines and feature articles that develops thematic consistency

### **Unit Four: Graphic Design (yeartech software and digital imaging)**

#### **Grade 10**

- Utilize Pagemaker software with Josten Yeartech
  - Place elements in columns
  - Draw photo boxes
  - Enter text
  - Set headlines
  - Print documents
- Take digital photographs (non-sports)

#### **Grade 11**

All of the above plus

Assessment: Separate Rubric than Yearbook 10

- Use Photoshop to enhance photographs (red eye, levels, cropping etc)
- Use software to download photographs from a camera or card reader
- Use software to design custom graphics
- Use software to save photographs with the proper resolution
- Coordinate and organize photographs for all yearbook students to access

#### **Grade 12 (unit 3)**

All of the above plus

Assessment: Separate Rubric than Yearbook 11

- Create custom templates
- Create style libraries
- Create colour library
- Create custom graphics

## **Unit 5 Desktop Publishing**

### **Grade 10**

Assessment: Minimum Level 3 (see rubric)

#### **Produce yearbook pages from start to finish**

- Meet publication deadlines
- Cover school events
- Photograph using digital camera
- Self proof pages
- Prepare envelopes for submission

### **Grade 11 (unit 5 & 6)**

All of the above plus:

Assessment: Minimum Level 4 (see rubric)

- Use 35 mm camera to take sport photographs including all team pictures
- Use a flash for indoor photography
- Use info-scropper to manually crop photographs
- Properly label photoboxes and photographs for production
- Scan photographs for use in layout

### **Grade 12 (unit 4 & 5)**

All of the above plus:

Assessment: Consistently achieving Level 5  
(see rubric)

- Produce high quality colour pages

## **Unit 6 Editing and Distribution**

### **For Grade 12's ONLY**

Assessment: Separate from Yearbook 10/11

- Edit peers completed copy
- Proof pages for graphic design requirements
- Organize page deadlines
- Print final copy of pages for submission
- Burn deadline cd's
- Package deadlines for mailing
- Edit proofs received from Jostens
- Plan and organize yearbook distribution

# Journalism Evaluation:

Name: \_\_\_\_\_

Your story will be evaluated on the following criteria:

	Criteria	0	1	2	3	4
1	Quality of Interview and/or Survey of Research Material /10 marks	no interview or research done 0-4	little or no research done - very superficial reporting 4-5	some prior research to interview, but only bare responses 5-6	good preparation and research for interview- fair responses 6-8	excellent preparation for research- strong responses to articles questions and surveys 8-10
2	Use of assigned approach or angle for the writing of material /5 marks	no angle used in article 0-2	very little use of reporting angle or specified approach 2-3	some use of an angle or approach for reporting but could be executed more effectively 3	good use of literary angle and approach reporting with well thought out responses to that approach 3-4	original use of literary angle and approach with excellent responses 4-5
3	Content Material in story /10 marks	little or no content in story material 0-4	some superficial use of content in article 4-5	use of content, but needs more detail to be effective 5-6	good use of content in story- all facts present 7-8	original use of content in story- effective use of detail to draw reader's attention to article 8-10
4	Editing of story /5 marks	no editing done to story 0-2	some editing done but very few effective changes made 2-3	fair editing of story, but could use another review 3	good job done on editing- story is a solid piece for publication 3-4	excellent editing done on story to effectively draw reader's attention to article 4-5
5	Conventions /5 marks	no checking of spelling and grammar 0-2	some checking of spelling and grammar but still in need of much work 2-3	checking of spelling and grammar but could use a final check 3	checking of spelling and grammar- only a few minor changes needed 3-4	spelling and grammar is perfect- no further changes needed 4-5
6	Ability to proofread peer's story /5 marks	no proofreading done 0-2	some proof - reading done but superficial effort 2-3	proofreading done but more needed to make story ready for print 3	proof- reading is effective and with a few minor changes- story is ready for print 3-4	excellent proof- reading - story is significantly changed for the better through effective proof-reading 4-5

**Total /30 marks**

**Please note:**

Yearbook 10 must meet a minimum level 3

Yearbook 11 must meet a minimum level 4

**Yearbook 12 must consistently meet a level 5**

Theme Coverage Evaluation:

Name:

Scales	Applications in the Arts	Level 1 Passable 50-59% 58 - 55 - 52 D+ D D - Minimum Grade	Level 2 Moderate 60-69% 68 -65 - 62 C+ C C - Approaches Grade	Level 3 Good 70-79% 78 -75 - 72 B+ B B - Meets Grade	Level 4 Excellent 80-100% 95 - 90 - 85 A+ A A - High Grade	Mark
<b>Cover Sketch</b>						
Originality of Design	uniquely original, not copied or revised from other ideas	Little originality 2-3	Some original ideas 3	Good originality 4	Very strong originality many connected ideas 4-5	Thinking/Inquiry /5
Quality of Graphic Design	high quality of graphic skill, clear focus on subject unity of elements and principles of design	poor quality- few artistic skills  2-3	fair quality- some touchups needed  3	good quality graphic design unity of elements and principles of design 4	advanced graphic design high degree of unity of elements and principles of design 4-5	Creation  /5
Continuity with rest of project	connects with all parts of the coverage section, strong linkage of ideas	little or no continuity with the rest of the project 2-3	some continuity with the rest of the project 3	good linkage and continuity with the rest of the project 4	excellent linkage and continuity with the rest of the project 4-5	Communication  /5
<b>Endsheet</b>						
Originality	uniquely original, not copied or revised from other ideas	Little originality 2-3	Some original ideas 3	Good originality 4	Very strong originality many connected ideas 4-5	Thinking/Inquiry /5
Quality of Graphic Design	high quality of graphic skill, clear focus on subject unity of elements and principles of design	poor quality- few artistic skills  2-3	fair quality- some touchups needed  3	good quality graphic design unity of elements and principles of design 4	advanced graphic design high degree of unity of elements and principles of design 4-5	Creation  /5
Continuity with rest of project	connects with all parts of the coverage section, strong linkage of ideas	little or no continuity with the rest of the project 2-3	some continuity with the rest of the project 3	good linkage and continuity with the rest of the project 4	excellent linkage and continuity with the rest of the project 4-5	Communication  /5
<b>Opening /Closing Spread</b>						
Originality	uniquely original, not copied or revised from other ideas	Little originality 2-3	Some original ideas 3	Good originality 4	Very strong originality many connected ideas 4-5	Thinking/Inquiry /5
Quality of Graphic Design	high quality of graphic skill, clear focus on subject unity of elements and principles of design	poor quality- few artistic skills  2-3	fair quality- some touchups needed  3	good quality graphic design unity of elements and principles of design 4	advanced graphic design high degree of unity of elements and principles of design 4-5	Creation  /5
Continuity with rest of project	connects with all parts of the coverage section, strong linkage of ideas	little or no continuity with the rest of the project 2-3	some continuity with the rest of the project 3	good linkage and continuity with the rest of the project 4	excellent linkage and continuity with the rest of the project 4-5	Communication  /5
<b>Divider Spread</b>						
Originality	uniquely original, not copied or revised from other ideas	Little originality 2-3	Some original ideas 3	Good originality 4	Very strong originality many connected ideas 4-5	Thinking/Inquiry /5
Quality of Graphic Design	high quality of graphic skill, clear focus on subject unity of elements and principles of design	poor quality- few artistic skills  2-3	fair quality- some touchups needed  3	good quality graphic design unity of elements and principles of design 4	advanced graphic design high degree of unity of elements and principles of design 4-5	Creation  /5
Continuity with rest of project	connects with all parts of the coverage section, strong linkage of ideas	little or no continuity with the rest of the project 2-3	some continuity with the rest of the project 3	good linkage and continuity with the rest of the project 4	excellent linkage and continuity with the rest of the project 4-5	Communication  /5

**Please note:**  
**This rubric is for Yearbook 12 students only**

Ladder Diagram Evaluation:

Name: \_\_\_\_\_

marks	0	1	2	3	4
inclusion of all ladder parts  <b>knowledge /5</b>	incomplete ladder diagram, needed to be redone	only partially complete ladder, many parts missing or incomplete	most sections included, but changes are needed to make a coherent theme	everything included with some minor changes	everything included - no changes needed
inclusion of story ideas  <b>thinking/inquiry /5</b>	incomplete story ideas, needs to be redone	some story ideas given, but incomplete	some good story ideas, but some major changes needed	good story ideas, only minor changes needed	complete story ideas, no changes needed
inclusion of a pre-design for each section layout  <b>creation /5</b>	pre-designs are incomplete	a few good pre-designs, but major changes needed	some good pre-designs, but many changes needed	excellent pre-designs, minor changes needed	excellent pre-designs, no changes needed
all sections have pre-designs that relate to the theme of the book  <b>communication /5</b>	pre-designs either incomplete, don't relate to theme	some pre-designs relate to theme but most need major revisions	some good pre-designs, but many changes needed to fit with the theme	many good pre-designs that relate well to theme, minor changes	excellent pre-designs that relate well to the theme
new and interesting ideas and angles  <b>creation /5</b>	no original ideas, incomplete	a few original ideas, but most need changes	some original ideas, but many need changes	good ideas, minor changes needed	excellent original ideas that are workable

**Please note:**

**This rubric is for Yearbook 12 students only**

# Photography Evaluation

Name: \_\_\_\_\_

## Self Evaluation:

1. What did you discover by pre-planning your photo shoots for school events?
2. Did you feel that your photos were better because of pre-planning? Why or Why not? Explain your answer.
3. What was the most important thing you learned from this assignment?

Scales	Applications in the Arts	Level 1 Passable 50-59% 58 - 55 - 52 D+ D D- Minimum Grade	Level 2 Moderate 60-69% 68 -65 - 62 C+ C C- Approaches Grade	Level 3 Good 70-79% 78 -75 - 72 B+ B B - Meets Grade	Level 4 Excellent 80-100% 95 - 90 - 85 A+ A A- High Grade	Mark
Ability to tell a story through the use of photos	<ul style="list-style-type: none"> <li>story told through pictures, all aspects of an event are covered, including main players and spectators in an interesting and provocative manner</li> </ul>	some aspects of the story told through photos, but many sections left out, little interest in the photo as a group 2-3	many aspects of the story told through photos but some important sections not adequately covered, some interesting photo work 3	solid coverage of the story told through photos taken, all important sections covered, many interesting photos shot 3-4	extremely thorough coverage of the story told through photos, all important sections covered and many unusual and exciting photos shot 4-5	communication  /5 marks
Use of rule of thirds	<ul style="list-style-type: none"> <li>central area of emphasis is clearly delineated through the rule of thirds</li> </ul>	attempt to create a central area of focus but not strongly shown	central area of emphasis created through rule of thirds, although some interference with clarity	central area of emphasis created through rule of thirds, little interference with clarity	Central area of emphasis is clearly demonstrated through rule of thirds, very strong and clear central focal point	knowledge  /5 marks
Use of a variety of lighting techniques	<ul style="list-style-type: none"> <li>back lighting, side lighting, front lighting, effective use of shadow and highlights</li> </ul>	minimal attempt to use lighting techniques	some attempt to use lighting techniques, with some margin of error	clear attempts to use different lighting techniques, most very successful	very successful attempts to use different lighting techniques, resulting in very strong photo work	knowledge  /5 marks
Use of a variety of camera angles	<ul style="list-style-type: none"> <li>aerial, ground and middle angle camera shots are used effectively</li> </ul>	minimal experimentation with camera angles	some experimentation with camera angles, but not all successful	much experimentation with camera angles, most very successful	much experimentation with camera angles, all resulting in very strong photo work	knowledge  /5 marks
Use of a variety of subject matter	<ul style="list-style-type: none"> <li>group shots, pair shots, individual candid, action photos, and landscape or background shots used</li> </ul>	minimal use of a variety of camera subjects	some use of different photo shots, although much overlap of subject matter	many different photo subjects taken, although some overlap taken	many diverse photo subjects taken with little or no overlap in subject	communication  /5 marks
Quality of Photos and use of Photo Techniques	<ul style="list-style-type: none"> <li>consistently well shot photos that demonstrate a variety of competent photo techniques all utilizing the elements and principles of good design</li> </ul>	a poor to fair level of photo quality	fair photo quality some photo techniques used	good photo quality many techniques used	excellent photo quality, many different photo techniques used	creation  /5 marks
Ability to analyze photo choices in written form	<ul style="list-style-type: none"> <li>ability to analyze the strengths and weaknesses of personal photo work</li> <li>use of the working vocabulary of the elements and principles of design</li> </ul>	poor analysis of personal photo work little objectivity in judging strengths and weaknesses	fair analysis of personal photo work some objectivity in judging strengths and weaknesses	good analysis of personal photo work good objectivity in judging strengths and weaknesses	excellent analysis of personal photo work complete objectivity in judging strengths and weaknesses extremely articulate responses	thinking/inquiry  /5 marks
Ability to crop photos from a proof sheet	<ul style="list-style-type: none"> <li>ability to crop out unimportant parts of a photo</li> <li>ability to crop a photo proportionately for its placement on a layout</li> </ul>	poor ability to do cropping work unable to fit photos proportionately to layout	fair ability to do cropping work some weakness in fitting photos proportionately to layout	good cropping work able to take out unimportant areas able to fit photos proportionately to layout	excellent cropping work easily able to take out unimportant areas and fit photos proportionately to layout	creation  /5 marks

**Please note:**

**Yearbook 10 must meet a minimum level 3  
Yearbook 11 must meet a minimum level 4**

**Total /40**

Yearbook 12 must consistently meet a level 5

**Layout Evaluation:**

Name: \_\_\_\_\_

	Criteria	0	1	2	3	4
1	Thematic continuation  /10 marks	No thematic Continuation  0-4	Little or no thematic continuation  4-5	Some thematic continuation  5-6	Good thematic continuation  6-8	Excellent thematic continuation- very original ideas used  8-10
2	One pica spacing and columnar structure  /5 marks	No one pica spacing and columnar structure  0-2	Very little use of one pica spacing and columnar structure  2-3	Some use of one pica spacing and columnar structure  3	Good use of one pica and columnar structure spacing, few errors  3-4	Excellent use of one pica spacing and columnar structure, no errors  4-5
3	Use of interesting graphics  /10 marks	little or no use of graphics  0-4	some superficial use of graphics  4-5	Use of interesting graphics but needs more detail to be effective  5-6	Good use of Use of interesting graphics  7-8	Original use of interesting graphics effective use of detail to draw reader's attention to article  8-10
4	Spelling (esp. student names)  /5 marks	Four or more errors  0	Three errors  2	Two errors  3	One error  4	No errors  5
5	Dominant element  /5 marks	No dominant element  0-2	Attempt at dominant element  2-3	Dominant element visible but not strong  3	Strong dominant element  3-4	Excellent use of dominant element  4-5
	Effective use of white space and copy text  /5 marks	No effective use of white space and copy text  0-1	Some effective use of white space and copy text  2-3	Effective use of white space and copy text but some errors  3	Effective use of white space and copy text minor changes  3-4	Excellent use of white space and copy text, no changes  4-5

**Total**

**/30 marks**

**Please note:**

Yearbook 10 must meet a minimum level 3

Yearbook 11 must meet a minimum level 4

Yearbook 12 must consistently meet a level 5

## **Yearbook Double Page Spread Evaluation**

Name: \_\_\_\_\_

Rating of the student from **1 to 10** based on the following marking criteria:

- 10    excellent work; outstanding original design work, variety of visual elements combined with design consistency and unity all eight components of good layout design
  
- 8      good work; good attempt at original design work, layout shows unity and consistency of design with most of the eight components of good design
  
- 6      satisfactory effort; some limited attempt at original design work, layout could use more consistency and unity in presentation, some of the eight components of good layout design
  
- 4      unsatisfactory effort; no attempt at original design work, no consistency and unity in presentation very few of the eight components of good design
  
- 2      incomplete design; no visible effort of any kind

**1    2    3    4    5    6    7    8    9    10**

Teacher comments on double page spread:

**Teacher Mark =                      /10 marks**



## Professionalism Evaluation:

Name: \_\_\_\_\_

	Criteria	0	1	2	3	4
1	Respect for equipment (cameras)  /5 marks	Does not always return camera when needed	Books the camera but does not pick it up on time. Returns when finished	Usually picks up on time and usually returns on time but not always	Picks up equipment but does not always return on time	Picks up and returns equipment on time and in working condition
2	Time management (classroom)  /10 marks	Missed classtime without making up the work	Is late or leaves early AND does not efficiently use classroom time	Either arrived late/ left early OR did not efficiently use classroom time	Almost always arrives on time, stays the entire class and works on yearbook material	Arrives on time, stays the entire class and always works on classroom material
3	Time Management (community)  /10 marks	Did not complete field assignments	Did not meet field assignments but arranged alternative time	Did not meet field assignments but arranged alternative coverage	Completed field assignments but inefficiently or late	Always completes field assignments
4	Communication  /5 marks	Did not communicate when it was needed	Was disrespectful to staff, students or community member	Miscommunicated with staff, students or community member	Used respectful tone but under student time pressure	Used respectful tone and chose appropriate time
5	Initiative and completion of tasks  /10 marks	Did not meet deadline	Did not meet deadline but communicated with teacher at last minute	Did not meet deadline but communicated with instructor in advance	Met all deadlines but at last minute	Met all deadlines with enough time for editing

**Total /40 marks**

**Please note:**

**Yearbook 10 must meet a minimum level 2**

**Yearbook 11 must meet a minimum level 3**

**Yearbook 12 must consistently meet a level 4**