

**Unit 4D Rubric For:****Font Pairing and Hierarchy: Assignment 6**

<b>Criteria/Task</b>	<b>Beginning</b> 0–6 points	<b>Developing</b> 7–8 points	<b>Competent</b> 9–10 points
<i>Students will select five poems that are meaningful to them. Students will then sketch a layout for each poem with the intention of creating a hierarchy, leading the viewer's eye, and enhancing the meaning of the poems.</i>	Students sketched out on paper how they will lay out each poem, though there may not be five examples. An attempt is given to creating a hierarchy though with limited success. Attention is also given to a few font options as given in the Handout 4D.1_Guide to Font Pairing.pdf.	Students sketched out on paper how they will lay out each of the five poems. Attention is given to the hierarchy in an attempt to lead the viewer's eye, and most layouts are fairly successful. Attention is also given to a few font options as given in the Handout 4D.1_Guide to Font Pairing.pdf.	Students sketched out on paper how they will lay out each of the five poems. Thoughtful attention is given to the hierarchy in an attempt to lead the viewer's eye. Thoughtful attention is also given to a variety of font options as given in the 4D.1_Guide to Font Pairing.pdf: all caps with a script; skinny & chunky; fancy & simple; pair the lower case with the capitals of the same font; wide & narrow; tall & short.
	0–6 points	7–8 points	9–10 points
<i>Student will typeset the poems on the computer, designing a visual hierarchy and font pairing. (No more than three fonts per poem)</i>	Student tried at least one version of each poem, with limited success. Or there were too few examples. Student is beginning to show a limited understanding of how fonts can express an idea. Student may or may not have experimented with both serif and sans serif fonts. Student explored at least one hierarchical layout.	Student tried at least one version of each poem, pairing different fonts together to communicate a desired message. Student is beginning to show an understanding of how fonts can express an idea. Student experimented with both serif and sans serif fonts. Student explored various hierarchical layouts to enhance meaning and direct the reader's eye. There was some distinction between the poems.	Student tried more than one version of each poem, pairing different font pairings to communicate a desired message. Student has clear intention and understanding of how a font can express an idea and experimented with both serif and sans serif fonts. Student purposefully paired fonts to enhance meaning. Student successfully explored the use of various hierarchical layouts to enhance meaning and direct the reader's eye. There were distinct variations between the poems.
	1–2 points	3 points	4–5 points
<i>Student discusses their work in a group setting focusing on which poems are the most expressive and evoke the feeling the author intended based on decisions made regarding hierarchy and font pairing.</i>	Student looks at the poems they have created, and may be able to select the one they think is best without input from others and may be able to articulate why it works. Student may or may not actively participate in critique and may be able to provide some insight based on evidence as presented in the various student examples. Or student offers an idea for what may improve the design. Student may need prompting.	Student looks at the poems they have created, and may be able to select the one they think is best without input from others and may be able to articulate why it works. Student participates in critique and is able to provide some pertinent insight based on evidence as presented in the various student examples. Student offers limited information regarding font pairing and hierarchy. Or student offers brief ideas for what may improve the design.	Student looks at the poems they have created, and is able to select the one they think is best and is able to articulate why it works. Student participates in critique and is able to provide pertinent insight based on evidence as presented in the various student examples. Student freely offers abundant information regarding font pairing and hierarchy and offers thoughtful insights and suggestions for changes that may improve the work.