Project Evaluation

Email Address	
First Name	
Last Name	
Group # you are evaluating	
Project Title	

Document Design	0-1	2-3	3-4	5-6	Rating
Textual Components	There was very little sense of organizing principles to the document. The textual elements and features did not aid in organizing or highlight the appropriate information or reaching the appropriate audience.	Although one area may have been working (such as Organinzing principles) either 1 or 2 of the other areas (such as elements and features) were not.	Organizing Principles / Physical Layout are *mostly* clear and logical. The use of Textual Elements mostly serves to highlight and organize information logically and appropriately but may sometimes seem disconnected (or "floaty"). Although there may be some problems, the textual features are *mostly* appropriate for audience,	Organizing Principles / Physical Layout are clear and logical with a sense of an Intro, Body, and Conclusion, OR, a sense of a Starting place, demonstrating cohesion by headings, white space. Makes use of Textual Elements such as Headings, Lists, Tables, etc. as well as Textual Features serve to highlight and organize information logically and are appropriately for audience	
Visual Components	Visuals were not carefully considered in terms of their appropriateness of audience, or failed to aid in interpretation of the information.	Only some of the visuals were helpful in terms of the project's objectives, or, almost all were not helpful in aiding interpretation of the information or in guiding the reading experience.	Most of the visuals used were appropriate and aided the projects objectives, though some visuals were not as helpful in aiding the interpretation of information or helping to guide the reader through the document.	Type of visuals (either stock, manipulated, or group created) used are appropriate to demonstrating the project's objective and audiences, aiding in interpretation of complex information, as well as, guiding the reading experience by uses of Emphasis or Highlighting techniques.	
Cohesiveness of Text and Visualizations	There is little sense of relation between the text and visualizations, or, they completely (and unnecessarily) repeat the same information. Graphics have little to no labels, captions, titles, etc..	There is mostly unneeded repetition of information between the visuals and text, or, they are not connected. Graphics are mostly NOT labelled, captioned, titled, etc. appropriately.	Both the visuals and text mostly support one another concisely and accurately. Graphics are mostly labelled, captioned, titled, etc. appropriately.	Both the visuals and text support one another concisely and accurately, and successfully target their audience through appropriate tone, diction, phrasing, style, and layout. Graphics are appropriate labelled, captioned, titled, etc.	
Consistency	There is little to no sense of a unifide whole across the document or sections.	Either the overall document or the sections demonstrate a sense of a unifide whole (that they are part of a package) *but not both* .	Both the overall document as well as the sections mostly demonstrate a sense of a unifide whole (that they are part of a package).	Both the overall document as well as the sections demonstrate a sense of a unifide whole (that they are part of a package, clearly connected).	

Navigation and Reference Tools	Information is not easy to locate, or the information is not easy to understand. Little or no highlighting of important information used.	The document helps some readers to understand information quickly. Some information is easily located. Additionally, it highlights some of the important information for readers.	The document moslty helps readers to easily locate needed information quickly. It also helps readers to mostly understand information quickly. Additionally, it highlights most of the important information for readers.	The document helps readers to easily locate needed information quickly, using accurate labels, headers, etc. It also helps readers understand information quickly. Additionally, it highlights important information for readers.	
Use of Space	The document was treated only as a 2-D surface, with only a "front".	Some of the documents dimensions (sides) were not used at all.	Although the document makes use of the 3 dimensional aspect of packaging (the sides and back as well as the front), the material on the different sides does not quite add up to a "whole" or complement one another; that is, the material was merely used to fill up empty space.	The document makes use of the 3 dimensional aspect of packaging (the sides and back as well as the front) in a way that "flows" together. The space is also utilized in an efficient manner that effectively maximizes the effectiveness of reaching its audience by helping it realize what the product is for and how it might be used.	
Assignment Goals	The details are not detailed enough or perhaps not relevant, and there is little to no coherence of content and ideas between the textual and visual content. Necessary information to help audience understand and persuade them of the need for the product is missing.	The understanding of assignment is somewhat confused. While the packaging may be appealing, most of the neccessary details for the audience such as function of the product, directions for use or occassions, and any necessary warnings are missing, or, only sometimes demonstrates accurate, thorough, relevant, detailed and coherent content and ideas between the textual and visual content.	Mostly demonstrates a clear understanding of assignment. Although some of the neccessary details for the audience such as function of the product, directions for use or occassions, and any necessary warnings are missing, they mostly demonstrate accurate, relevant, detailed and coherent content and ideas between the textual and visual content.	Demonstrates a clear understanding of assignment. Demonstrates accurate, thorough, relevant, detailed and coherent content and ideas between the textual and visual content, including neccessary details for the audience such as function of the product, directions for use or occassions, and any necessary warnings.	

| Creativity | Weak manner or approach to accomplishing the project's goal.

Little to no demonstration of solid/strong command of chosen mediums, shapes, sizes, or bindings, font features, or visuals.

Little to no connection of textual and visual elements.

Project did not demonstrate a cohesive approach or adequate attention. | *Sometimes* demonstrated a *solid / appropriate* useful manner or approach to accomplishing the project's goal.

Some demonstration of solid/strong command of chosen mediums, shapes, sizes, or bindings, font features, or visuals beyond.

Some demonstration of solid/strong ways of connecting textual and visual elements.

Adequate attention to overall project. | Although not completely unique or surprising, still demonstrated a *solid / appropriate* useful manner or approach to accomplishing the project's goal.

Demonstrated solid/strong command of chosen mediums, shapes, sizes, or bindings, font features, or visuals beyond.

Demonstrated solid/strong ways of connecting textual and visual elements.

Mostly demonstrated thoughtfulness and attention to overall project. | Demonstrated a unique or surprising, but useful manner or approach to accomplishing the project's goal.

Made use of mediums, shapes, sizes, bindings, font features, or visuals beyond standards or defaults.

Demonstrated surprising ways of connecting textual and visual elements.

Demonstrated thoughtfulness and attention to overall project. | |
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| Please discuss a couple of IMPORTANT and specific DOCUMENT features/elements that works well and why: | | | | | |
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| Please discuss a few IMPORTANT and specific DOCUMENT features/elements that did NOT work well and why AND how they could be improved: | | | | | |
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Presentation			0-1	2-3	3-4	4-5	Rating
Organization			Audience cannot understand presentation because there is no sequence of information; only one or two members present the project.	Audience has difficulty following presentation because student jumps around; material is not equally divided among group members.	Group presents material in logical sequence which audience can follow; material is divided up among most but not all the group members.	Group presents material in logical, interesting sequence which audience can follow; material is divided up among all the group members.	
Subject Knowledge			Group does not have grasp of material; they cannot answer questions about subject.	Most members are uncomfortable with material and are able to answer only rudimentary questions.	Most members are at ease with expected answers to all questions, but fails to elaborate (be detailed).	Entire Group demonstrates full knowledge (more than required) by answering any class questions with explanations and elaboration.	
Eye Contact			Most members read all of material/script with no eye contact.	Members occassionally use eye contact, but still read most of their material.	Most group members maintain eye contact most of the time but frequently returns to reading material.	Group memembers maintain eye contact, seldom or never returning to reading material.	
Elocution			Members mumble, incorrectly pronounce terms, and speak too quietly for students in the back of class to hear.	Members' voices are low. They incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Most members' voices are clear. They pronounce most words correctly. Most audience members can hear presentation.	The entire group uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Please discuss a couple of IMPORTANT and specific areas that worked well for the presentation and WHY/HOW:

Please discuss a few IMPORTANT and specific areas that did NOT work well for the presentation and WHY and HOW they could be improved: