**Wholesalers in a Private Enterprise System**

**Design a Display for a Wholesaler Assignment #3 Rubric**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **20** | **15** | **10** |  | **5 or less** |  |
| **Planning/organization** | Student can describe | Student has carefully | Student has planned |  | Leaps into action |  |
|  | the intent and plan of | planned his/her part of | his/her part of the |  | without any evidence of |  |
|  | complete display and | the display and can | display and can |  | planning or focus. |  |
|  | how his/her part will | describe how s/he will | describe how s/he will |  |  |  |
|  | contribute to the whole. | get the work done and | get the work done and |  |  |  |
|  | Works with team to | a vision for his/her part. | a vision for his/her part. |  |  |  |
|  | come up with general | Gets team input on | Does not solicit much |  |  |  |
|  | plan of what will be | plan for his/her | group input when |  |  |  |
|  | done before beginning. | contribution before | making plan. |  |  |  |
|  |  | beginning. |  |  |  |  |
| **Balance and Use of** | Use of positive and | Use of positive space | The display seems to |  | The display seems |  |
| **Space** | negative space creates | is good and the | have a little too much |  | unfinished (too much |  |
|  | a feeling appropriate to | painting is relatively | background or seems a |  | empty space) or there |  |
|  | the theme. Objects are | balanced, but negative | little too busy. Balance |  | is not enough balance |  |
|  | placed for best effect. | space could be utilized | has not been achieved. | between foreground |  |
|  | Overall, it just feels | better to create a more |  |  | and background |  |
|  | right. | cohesive feel. |  |  | causing it to seem |  |
|  |  |  |  |  | much too busy and |  |
|  |  |  |  |  | unfocused. |  |
| **Color Use** | The colors in the | The use of color is | The overall use of color |  | Color choice for various |  |
|  | display work well | coordinated across the | is ok, but is not as |  | items in the display |  |
|  | together and form a | display and is | strong or coordinated |  | seems inappropriate. |  |
|  | strong coherent | appropriate for the | as it could be. Some |  |  |  |
|  | statement. The color | items and theme. | attempt at coordinating |  |  |  |
|  | choice is appropriate for |  | colors is evident. |  |  |  |
|  | the theme and objects |  |  |  |  |  |
|  | represented or is |  |  |  |  |  |
|  | purposely exaggerated |  |  |  |  |  |
|  | in some way to make a |  |  |  |  |  |
|  | point. |  |  |  |  |  |
| **Craftsmanship** | The display has been | The display has been | The display has been |  | The display looks |  |
|  | crafted with great care. | crafted with some care. | completed, but it |  | hastily thrown together |  |
|  | The lines are sharp, | Most lines are sharp, | appears a little messy. |  | or like it was wadded |  |
|  | colors clear, cutting | colors clear, cutting | Smudges, drips, tears |  | up in a desk. The mural |  |
|  | crisp, and text aligned. | crisp, and text aligned. | or erasures detract |  | seems quite messy. |  |
|  | No smudges, drips, | Smudges, drips, tears | from the overall |  |  |  |
|  | tears or erasures are | or erasures are few | appearance. |  |  |  |
|  | seen. | and do not detract. |  |  |  |  |
| **Time and Effort** | Class time was used | Class time was used | Class time was not |  | Class time was not |  |
|  | wisely. Much time and | wisely, but it did not | always used wisely, but |  | used wisely and no |  |
|  | effort went into the | appear there was | additional work was |  | additional effort was put |  |
|  | planning and creation of | much work done | done at home or other |  | in at other times or |  |
|  | the display. It is clear | outside of class. | times during the day. |  | places |  |
|  | the students worked at |  |  |  |  |  |
|  | home as well as at |  |  |  |  |  |
|  | school. |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Total Score \_\_\_\_\_\_\_**

**Maximum 100 Points**