

ITPS G: Desktop Publishing

To demonstrate this competency, students are required to create a document using a desktop publishing tool (such as Microsoft Word, Microsoft Publisher, Print Shop, or PageMaker), which is designed to be used in an educational setting. The document can be designed as a communication between home and school, or for instructional purposes. The document must include multiple columns, articles, headlines, subheadings and graphics. There should be at least one example of text flowing around a graphic. The document should be easy to read, visually pleasing and free of grammatical and spelling errors. The student must submit into their electronic portfolio a rationale stating how this document would be used for an appropriate educational purpose.

ITPS G - Desktop Publishing Rubric

Criteria	Standards	Does Not Met	Target	Exemplary
Rationale	IL-ISBE-TECH.1A IL-ISBE-TECH.1C IL-ISBE-TECH.1F IL-ISBE-TECH.2A IL-ISBE-TECH.2B IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3A IL-ISBE-TECH.3B IL-ISBE-TECH.3C IL-ISBE-TECH.3E IL-ISBE-TECH.6A IL-ISBE-TECH.7B	The rationale is poorly written or does not state an appropriate educational purpose.	The teacher candidate clearly explains an appropriate educational purpose for this document.	The rationale is well written and ties the purpose to an instructional, curricular, or administrative purpose.
Articles	IL-ISBE-TECH.1A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.2H IL-ISBE-TECH.5B IL-ISBE-TECH.5H IL-ISBE-TECH.6B IL-ISBE-TECH.7H	The document contains only one article.	The document contains at least two distinct articles, differing in content.	The document contains at least two distinct articles differing in content, and at least one text box illustrating a quote from an article or other pertinent text.
Columns	IL-ISBE-TECH.1A IL-ISBE-TECH.2A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3B IL-ISBE-TECH.5A IL-ISBE-TECH.5B IL-ISBE-TECH.5H	Only one column is used on a single page of the document.	At least two columns are used on a single page of the document.	A mixed column format is used on a single page of the document.
Headlines	IL-ISBE-TECH.1A IL-ISBE-TECH.2A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3B	The document does not employ headlines that clearly articulate a title and subheadings.	The document employs headlines that clearly articulate a title and subheadings.	The document employs headlines that clearly articulate a title and subheadings which are designed to 'hook' the reader.

Criteria	Standards	Does Not Met	Target	Exemplary
Font	IL-ISBE-TECH.1A IL-ISBE-TECH.2A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3B IL-ISBE-TECH.5A IL-ISBE-TECH.5B	The fonts used in the document are difficult to read and point size varies for headings and text.	The fonts used in the document are easy to read and point size varies for headings and text.	The fonts used in the document are easy to read and do not distract from the content; point size varies appropriately for headings and text.
Font Style	IL-ISBE-TECH.1A IL-ISBE-TECH.2A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3B IL-ISBE-TECH.5A IL-ISBE-TECH.5B	The use of italics, bold, and indentations detracts from readability.	The use of italics, bold, and indentations enhance readability.	The use of italics, bold, and indentations enhance readability; font styles are used to emphasize content points to the reader.
Text Flow	IL-ISBE-TECH.1A IL-ISBE-TECH.2A IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.3B IL-ISBE-TECH.5A IL-ISBE-TECH.5B	The text flows around graphics such that both the text and graphics are not easily perceived and/or read.	The text flows around graphics such that both the text and graphics are easily perceived and/or read.	The text flows around graphics such that both the text and graphics are easily perceived and/or read; a variety of text flow styles are evident.
Graphics	IL-ISBE-TECH.1A IL-ISBE-TECH.1E IL-ISBE-TECH.1F IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.5A IL-ISBE-TECH.5B IL-ISBE-TECH.5F IL-ISBE-TECH.5H	The document contains fewer than two graphics.	The document contains at least two graphics.	The document contains at least two graphics which are connected to and enhance the textual content.
Graphics Type	IL-ISBE-TECH.1A IL-ISBE-TECH.1E IL-ISBE-TECH.1F IL-ISBE-TECH.2C IL-ISBE-TECH.2D IL-ISBE-TECH.5A IL-ISBE-TECH.5B IL-ISBE-TECH.5F IL-ISBE-TECH.5H	The document contains fewer than two graphics, none of which are original.	The document contains at least two graphics that differ in size; one should be original.	The document contains at least three graphics that are of different types (e.g., clip art, photo, word art, etc.); one should be original.
Spatial Considerations	IL-ISBE-TECH.1A IL-ISBE-TECH.2D	The document has an unacceptable amount of white space.	The document has an acceptable amount of white space.	The document has an acceptable amount of white space; the white space enhances the overall layout of the document.

Criteria	Standards	Does Not Met	Target	Exemplary
Mechanics	IL-ISBE-TECH.1A IL-ISBE-TECH.2D IL-ISBE-TECH.2H	The document contains multiple spelling and/or grammar errors.	The document contains no spelling and/or grammar errors.	The document contains no spelling and/or grammar errors; active voice is used throughout the document in text created by the document author.

Students must meet all requirements at the “Target” level or above to successfully complete the ITPS G Assessment requirement.