

MAGAZINE MAGAZINE



2015-16 Evaluative Criteria Booklet

Virginia High School League
1642 State Farm Blvd.
Charlottesville, VA 22911
434-977-8475 / 434-977-5943 (fax)
www.vhsl.org

School: _____

Name of Magazine: _____

Rating: Superior / Excellent / Good / Needs Improvement

STATEMENT OF PURPOSE

The purpose of the Virginia High School League's Publications Evaluation Service is to facilitate improvements in Virginia high school publications. The evaluator's comments and suggestions should be used primarily as guidelines to increase the effectiveness of your scholastic publication.

Your evaluation is a critique from another qualified person's perspective. That perspective includes many variables -- education, experience, trends and even subjective preference. When submitting a publication for critique, there is an expectation of acceptance of results, whether or not you agree with or choose to implement them.

VHSL recommends that you submit your publication to other evaluation services in addition to the League's for additional comments and suggestions.

PUBLICATIONS EVALUATION SERVICES ENTRY POLICY

Magazines submitted for entry in the VHSL Publications Evaluation Services are considered officially entered only if the following conditions are met:

1. The VHSL Publications Evaluation registration form has been completed.
2. One copy of a magazine produced that school year has been submitted.
3. The correct entry fee accompanies your entry.
4. Your entry is RECEIVED by the June 15 deadline.

For additional information contact VHSL at 434-977-8475 or by e-mail at lgiles@vhsl.org.

VHSL awards are presented annually at the VHSL Regional Media Championship. Publications are evaluated by out-of-state evaluators who are experts in scholastic publications: Suzanne Bardwell, Ann Bertoldie, Don Bott, Alexis Bunka, Pam Bunka, Eva Coleman, Kathy Craghead, Carolyn Crist, Leslie Dennis, Melissa Dixon, Susan Duncan, Allison Floyd, Kathleen France, Christina Geabhart, Donna Griffith, H. L. Hall, Mary Jessica Hammes, Nancy Hastings, Ken Henderson, Carole Henning, Marva Hutchison, Lisa Kritchman, J. Grady Locklear, Jim McGonnell, Janet McKinney, Amy Morgan, R. J. Morgan, Mitzi Neely, Casey Nichols, Sarah Nichols, Jane Robbins, Matthew Schott, Terry Sollazzo, Brian Thies, Lizabeth Walsh, Anne Whitt, Lori Wilken, Stan Zoller.

IMPORTANT NOTE

Staff members should carefully note the distinction between a literary magazine and a literary-art magazine.

A literary magazine is composed entirely of literary works and contains no art work. A literary-art magazine contains both literary and art works, regardless of which is predominant.

STUDENT PUBLICATION: Work on a student publication should be one of the most challenging academic experiences a high school provides. Students not only learn to write for a real audience from original research, they receive training in editing, layout and design, photography, computer skills and business management. Beyond that, personal growth is achieved in responsibility, dependability, leadership, teamwork and ethical decision making. The product should be student produced, under the training and supervision of the adviser and other professionals. Since the purpose of the VHSL's program is to encourage schools to produce quality student publications, work done by individuals other than students at your high school must be clearly identified.

SPECIAL NOTE: No publication will be rated, nor will it receive an award if it uses obscene graphics or language (whether obvious, coded or disguised). No publication containing plagiarized or libelous material will be rated, nor will it receive an award. Publications should indicate that permission was given for use of copyrighted material (for example: used with permission by Associated Press).

REVISED: November 2014

GENERAL STIPULATIONS

The high school magazine is an outlet for student creativity — both in writing and in art. The publication is an excellent device for encouraging student writing and offers a place for young writers to develop their skills. Therefore, all work must be by your high school's students who are enrolled in the current school year (non-student entries must be clearly identified and credited). The purpose of this evaluation is to encourage magazine staffs and to comment on student creativity. Because VHSL recognizes different philosophies in magazine production, this evaluation uses large categories: literary-art and literary magazines. The presence of any art in the magazine qualifies it as a literary-art magazine.

On the following pages the evaluator will mark "Superior," "Excellent," "Good" or "N/I" (Needs Improvement) for each specific point as it pertains to your publication. The categories are as follows:

- | | |
|----------------------------|------------------------|
| <u>Literary-Art</u> | <u>Literary</u> |
| 1. General appearance | 1. General appearance |
| 2. Functional aspects | 2. Functional aspects |
| 3. Layout/design | 3. Layout/design |
| 4. Literary selections | 4. Literary selections |
| 5. Art selections | |

The evaluation in each category will be separate.

Magazines will also be rated in each category as to the overall quality of work relating to that evaluation criteria:

Superior / Excellent / Good / Needs Improvement

The rubric shall be used as a guide, not a score card. Evaluation is not based on a point system. The check marks denoting Superior, Excellent, Good and Needs Improvement are ratings, not rankings. Ratings are defined as relative standings. Therefore, the final cumulative ranking given to the publication will be based upon, but not necessarily equal to the number of Superiors, Excellents, Goods and Needs Improvements given to the publication.

RESULTS

Good sportsmanship is expected of all VHSL activities participants and includes conduct becoming to a participant and graceful acceptance of results.

If you have legitimate concerns with the results of your evaluation (e.g. your evaluation is incomplete), the League may review your evaluation. Please provide the League with a detailed letter stating your concerns and a copy of your Evaluative Criteria Booklet via e-mail, mail or fax within 14 days of the posted results.

Please note that disagreeing with the judge's findings is not justification for review and remember that the primary purpose of an evaluation is to provide information to a staff that will help it to improve its publication. Awards are secondary.

EVALUATOR: QUESTIONS AND SCORING

Please mark SUPERIOR, EXCELLENT, GOOD or N/I (needs improvement) for each SPECIFIC POINT as it pertains to the publication. Include under the COMMENTS FROM THE EVALUATOR section any ideas or suggestions you have for improvement as well as praise for those things well done. When you have completed the entire section, please circle a rating based on your overall assessment of the quality of that section.

We do expect that final ranking -- Trophy Class, First Class, Second Class and Third Class -- will match up with a majority of Superior, Excellent, Good or Needs Improvement ratings. If it does not, please provide specific justification to help advisers and staffs to understand your conclusions.

I. GENERAL

The overall appearance and distinctiveness of the magazine is the emphasis of this section. The evaluator considers creativity, cover design, originality, budget, method of production and good taste.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Is consistent style and quality maintained throughout the magazine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there unique visual impact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the magazine content and design carry out its stated philosophy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there a balanced representation of art and literature? (For literary-art magazines only.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do graphic elements enhance/reflect unifying theme (footers, endmarks, motif)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

II. FUNCTIONAL ASPECTS

The ease with which a consumer can read the magazine is the emphasis of this section. The evaluator will consider staff's use of editing skills.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Do the title page and staff listings function effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the table of contents give information necessary for easy and accurate reference?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there consistent identification of credits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there evidence of careful editing (proof reading, page numbers, identifications, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there an absence of plagiarism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is good paper stock used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

III. LAYOUT/DESIGN

The layout and design used in the magazine are the emphasis of this section. The evaluator will consider the variety of layout, use of white space, originality and good taste.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Are the page layouts varied, with good use of white space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there a balanced appearance to each page?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a balanced appearance to double page spreads?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there good layout for advertising (when used) or patrons listing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do the layout designs enhance the material presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the copy consistently placed from spread to spread (columnar placement, justification, inner margins)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do graphics neither overpower spread presentation nor detract from spread content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do graphics on the spread either unify, separate or emphasize individual elements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the general appearance of the magazine interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is the cover design in good taste, eye-catching and interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is color used effectively? (If applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is there a varied use of type faces? (Where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the typography appealing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

IV. LITERARY SELECTIONS

The high school magazine should provide an opportunity for the student writer to express his/her ideas and creative abilities. Creative literary selections may include such literary types as short stories, essays, poetry, interviews, factual articles, critical reviews, plays, editorials and musical compositions.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Is a variety of literary types used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Answer as applicable:				
a. Are the techniques of good prose writing observed (believable characters, situations and dialogue; effective descriptions; totality of effect; etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In plays, are the conflicts effectively dramatized through action and dialogue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are essays, editorials, critical reviews, and factual articles presented clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are interviews and other features (satire, cartoons, etc.) original?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is there evidence of an understanding of poetic technique (imagery, form, rhythm, meter, rhyme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Can musical scores be performed?				
3. Do writers use essentials of good composition skills (vocabulary, diction, sentence structure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do writers use appropriate literary devices (development of plot, development of character, mood, metaphors, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are creative and imaginative approaches to the different genre presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there general artistic excellence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is material fresh with an absence of both trite topic and trite literary approaches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

V. ART SELECTIONS

The art work, including photography, should reflect originality and variety. Careful artistic techniques and skillful presentation of any art form (ex: photographs of sculpture, wall hangings, pottery, etc.) are important aspects of this type of publication.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Is there an interesting use of color? (If applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there effective contrast in black and white art work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does each work show an understanding of artistic techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do the art works have balanced composition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is a variety of art forms used where printing processes allow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the art works suitable for the reproduction methods used for the magazine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there general artistic excellence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do the art works correspond with and enhance the literary selections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does each art selection exhibit the quality to "stand alone" without the interest generated by the accompanying literary selection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a variety of media used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are creative and imaginative approaches to the different media presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is material fresh with an absence of both trite topic and trite artistic approaches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

EVALUATOR'S SUMMARY

	Literary-Art Rating				Literary Rating			
	S	E	G	NI	S	E	G	NI
I. General	<input type="checkbox"/>							
II. Functional Aspects	<input type="checkbox"/>							
III. Layout/Design	<input type="checkbox"/>							
IV. Literary Selections	<input type="checkbox"/>							
V. Art Selections	<input type="checkbox"/>							

NOTE: Please provide a final ranking of Trophy Class, First Class, Second Class or Third Class based on the individual section ratings as well as the overall rating. Generally, Superiors=Trophy, Excellents=First, etc. Please do not assign combination ratings or rankings.

EVALUATOR'S OVERALL RATING: Superior / Excellent / Good / Needs Improvement

EVALUATOR'S OVERALL RANKING: Trophy Class / First Class / Second Class / Third Class

EVALUATOR'S GENERAL COMMENTS:
