



South Dakota High School Activities Association Journalism – Yearbook

Contestant # _____

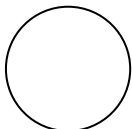
Contest Event _____

Adjudicator:

- Circle the individual qualities in each of the numbered characteristics that are descriptive of those exhibited in this yearbook.
- Place the number in the space for each area which most closely matches the descriptors in the corresponding box.
- Total the scores (whole numbers only-**no half points**).
- Please add your comments and suggestions in the space provided (use back if necessary) and sign the form.

	5	4	3	2	1
Unifying Concept 1-10	Superior concept in the form of theme throughout the publication <div style="text-align: center;">10-9</div>	Above average concept, but lacks slightly in detail <div style="text-align: center;">8-6</div>	Basic concept is good, but quality is not consistent throughout <div style="text-align: center;">5-4</div>	Basic concept is apparent, but underdeveloped for a high school piece <div style="text-align: center;">3-2</div>	Concept is unacceptable <div style="text-align: center;">1</div>
Editing and Design 1-10	Editing and Design is Superior and finished with a great deal of care and attention to detail. <div style="text-align: center;">10-9</div>	Editing and Design is finished with a high level of skill, but lacks a few finishing details or touches. With a little more effort, the work would be outstanding. <div style="text-align: center;">8-6</div>	Average Editing and Design and technical skills. This is adequate, but could still be improved upon <div style="text-align: center;">5-4</div>	Finished project but it lacks finishing touches or could have been improved upon with more effort. Below average craftsmanship. <div style="text-align: center;">3-2</div>	Editing and Design is unacceptable <div style="text-align: center;">1</div>
Coverage 1-30	Superior degree of coverage exhibited throughout. All aspects of student life have been covered <div style="text-align: center;">30-25</div>	Above average degree of coverage throughout. Student life is present with some elaboration. <div style="text-align: center;">24-20</div>	Average degree of coverage is present with little elaboration. <div style="text-align: center;">19-11</div>	Yearbook lacks coverage, but attempts to cover student life <div style="text-align: center;">10-2</div>	Weak coverage, and unacceptable <div style="text-align: center;">1</div>
Writing 1-20	Well written, with a superior level of detail. No grammatical errors <div style="text-align: center;">20-17</div>	Well written, with above average level of detail. Few grammatical errors <div style="text-align: center;">16-13</div>	Average level of detail. Grammatical errors throughout <div style="text-align: center;">12-7</div>	Below average level of detail. Grammatical errors throughout <div style="text-align: center;">6-2</div>	Written text is unacceptable <div style="text-align: center;">1</div>
Photography 1-10	Superior level of focus and editing of photograph subject matter, along with superior subject placement in yearbook context <div style="text-align: center;">10-9</div>	Above average level of focus and editing of photograph subject matter, along with above average subject placement in yearbook context <div style="text-align: center;">8-6</div>	Average level of focus and editing of photograph subject matter, along with average subject placement in yearbook context <div style="text-align: center;">5-4</div>	Below average level of focus and editing of photograph subject matter, along with below average subject placement in yearbook context <div style="text-align: center;">3-2</div>	unacceptable focus and subject is placed inappropriately in the yearbook context <div style="text-align: center;">1</div>
Adjudicator comments and suggestions for improvement					

TOTAL POINTS



Signature of Adjudicator

Unifying Concepts

- Does the book use a clear unifying concept in the form of a theme, a graphic, a logo, spin-offs or a similar element that creates an overall impression and personality?
- Is a unifying concept apparent through its appearance in such places as on the cover, endsheets, title page, in the opening and closing and on the dividers?
- Is the unifying concept original, imaginative and relevant to readers for the particular year?
- Is the design of the theme/concept pages distinctive, reflecting both understanding of design and contemporary influences?
- Do the theme/concept pages employ photographs with complete captions that reinforce unifying concept?
- Do the theme/concept pages contain copy that develops unifying concept as well as containing details that mark the year.

Editing and Design:

- Overall, the design is pleasing, reader-friendly, uncluttered.
- Each section's design is distinctive, providing an individualized look.
- Two-page spreads with apparent linkage are used, unless intentionally designed otherwise.
- Spreads generally use a column, grid or modular design which presents elements in a logical, creative and well-planned manner that encourages eye movement.
- Spreads employ consistent, sufficient external margins and effective use of white space, including consistent internal spacing between elements.
- Unless intentionally designed otherwise, there is one visual center of interest per spread, such as a dominant photograph, typographic or illustrative presentation.
- Action in photos travels toward the gutter rather than off the page. Faces are not trapped in the gutter.
- Portraits are uniform and arranged in rectangular panels with names to the outside.
- Odd-shaped photos and collages have been avoided.
- Color is used effectively, enhancing the content, not drawing attention away from it.
- If used, graphic elements (including rules and shading) add to the presentation, not distract from it.
- Initial letters, lift quotes and secondary coverage elements are well-done and visually interesting.
- Typefaces are readable, legible and consistent within sections.
- Type sizes and leading are attractive and consistent.
- Basic typesetting principles are followed—example - dashes, curly quotes, one space between periods, etc.

Coverage:

- **Student Life:** This popular section should cover a full year in a way that shows all aspects of student life, not just the glamour events such as homecoming or prom, but also styles, trends, little events that made the year unique. The coverage should examine the lives of students as individuals, not only as members of teams, clubs or classes. Coverage should strike a balance between serious and fun.
- **People:** People coverage consists of seniors, underclass mugs and adults, with sidebar feature coverage to add interest. Get everyone's picture. Spell their names correctly and make sure the mug matches the name.
- **Clubs/Organizations:** The purpose of this section is to show how involvement in various groups affected the participants as well as the school and the community. Find out what clubs really do and concentrate on real people rather than abstract club purposes.
- **Academics:** This is why we have schools in the first place. Find a way to cover academics so it is interesting. Show how students have been affected or changed by the curriculum. The emphasis should be on students' learning, not so much teachers' teaching.
- **Sports:** Probably more emotion is spent on sports than any other aspect of school. You should capture the highs, lows and lessons learned, while keeping it all in perspective because "it's just a game!"
- **Advertising/Community:** You may need to pay the bills. In addition, in order to provide a context, you need to cover the community. A good ad/community section provides a service to local businesses that purchase ads. Via senior ads, it preserves memories. It shows local support via patron ads. It provides features; infographics and other photos and copy that help tell the story of the year. – **NOTE:** this is not a mandatory category, and no points should be deducted due to lack of advertising.
- **Special Section(s):** The standard sections of the past—academics, people, student life, etc.—have given birth to scatter-story coverage and design. This doesn't mean standard sections are passé, but staffs sometimes find creative ways to cover a year in "the life of their school." Special sections are not required, but if they are included, they should be fun, creative, visually interesting and journalistically sound. And, of course, these innovative approaches should be recognized and rewarded.

Writing:

- **Copy (both traditional and alternative):** A yearbook serves as an historical record of the year. There is no other place where the events and emotions of your school's year are chronicled so thoroughly. It is impossible to tell the story of the year through photos alone. You must interview, observe, report and write journalistically. Stories need strong themes and angles. They must be descriptive, well researched and unified. In addition, it is not enough to report just what happened—the when, who, what, where. Strong writing reveals the emotions that accompanied the events—the how and why.
- **Headlines:** Students may not read every story, but they generally read every headline. Every story needs a complete and appealing headline that grabs the readers' attention and pulls them into the story. A main attention-getting headline and secondary explanatory headline package are often effective.

Photography:

- Are the photographs of good technical quality? Do they have good, consistent contrast? Are they in focus? Is red-eye avoided in color photos?
- Are the images compelling and attention-getting, achieved by using the rule of thirds, obvious centers of interest, uncluttered backgrounds, framing, leading lines, etc.?
- Are photographs cropped tightly to the point of interest?
- Do photographs contain reactions and emotions, keying on significant moments? Is the book relatively free of posed or "posed candid" shots?
- If photos are digitally manipulated, has the photo content remained fundamentally the same? Has the digital software been used to make the same changes that would be acceptable through traditional methods in a darkroom (i.e., making a photo lighter or darker, adding or decreasing contrast, improving color balance, etc.)?
- Are odd shapes avoided? Are special effects used sparingly and for a thoughtful purpose?
- Do the photos on a spread vary in content, shape (vertical versus horizontal versus square) and in the angle from which they have been taken?
- Has the dominant photo been chosen carefully to provide a strong anchor for the spread? Do the other photographs complement the dominant?
- In group photos, are subjects arranged in easily identifiable rows with recognizable faces and empty space eliminated in the photo arrangement or by cropping later?