
Columbia Scholastic Press Association

Columbia University, Mail Code 5711, New York, NY

Scholastic Yearbook Critique

By
Mary Kay Downes & Kathleen Zwiebel

Name of Yearbook _____ Year _____

School _____

Address _____

City _____ State _____ ZIP _____

Type of School

- Senior High School
 Private/Parochial School
 Other

Summary

Maximum Scores

Your Score

All-Columbian Honors

I. Reference

(200)

(190 points and above)

II. Verbal

(400)

(380 points and above)

III. Visual

(400)

(380 points and above)

Total School

(1000)

Gold Medalist (800-1,000)

Silver Medalist (600-799)

Bronze Medalist (Below 600)

An Introduction

Yearbooks today use the techniques of journalism to fulfill their roles as a memory book, a history book, a record book and reference book.

The best of today's student yearbooks reflect a rising tide of achievement and accomplishment in reporting the school year. The top-rated yearbooks evaluated by this Association offer their readers a well-defined concept enhanced by a distinctive design and complemented by vivid writing that tells the story of the school year. These books provide thorough coverage of all events and activities in the preceding 12-month period, including not only the academic but also the extracurricular. Finally, these yearbooks use photography that communicates the vitality found in American high schools.

This *Critique* is a collaboration from two outstanding yearbook advisers. One is Kathleen Zwiebel at Pennsylvania's Pottsville

Area High School, where she advised five publications, including the *Hi-S-Potts* yearbook. She was honored as the National Journalism Teacher of the Year for 1998 by the Dow Jones Newspaper Fund. The CSPA honored her with its Gold Key in 1996, its Diamond Jubilee Award in 2000, the Charles R. O'Malley Award for Excellence in Teaching in 2001 and its Joseph M. Murphy Award for Outstanding Service in 2010.

The other is Mary Kay Downes at Virginia's Chantilly High School, who has advised *Odyssey* yearbook for over 20 years. She has received a CSPA Gold Key, NSPA Pioneer, and VAJTA Jefferson Award recipient and in 2007 she was named the JEA Yearbook Adviser of the Year. Downes is the past-president of CSPAA and President of the Association of Fairfax Professional Educators.

The photography criteria received some assistance from Mark Murray of Arlington

Independent School District in Arlington, TX. He is the director the Association of Texas Photography Instructors and is the CSPAA's appointed chair for new technology.

This *Critique* should be read with the accompanying Scholastic Yearbook Fundamentals to obtain a full explanation of the essentials of the contemporary student yearbook.

Scholastic Yearbook Fundamentals offers realistic standards which the top-rated scholastic yearbooks have established during the past ten years. They are "must" reading for student editors, faculty advisers and school administrators who take their yearbooks seriously.

—Edmund J. Sullivan, Executive Director
Columbia Scholastic Press Association

How the CSPA rates student yearbooks

The Columbia Scholastic Press Association, a department of Columbia University in the City of New York, was established in 1925 to help improve student publications.

Located throughout the world, these student newspapers, yearbooks and magazines enroll in the Association as members each year. The major service to members is an annual written evaluation of each member's published issues from the prior school year.

Copies of these publications are mailed to the Association's offices in New York City. From there they are mailed, in batches, to qualified faculty advisers of student publications, who constitute the CSPA's Board of Judges. These advisers are located throughout the United States and Canada. The publications they advise have been rated highly in prior years' evaluations.

Each student publication is evaluated by a single judge. The judges work independently but use common instructions and common judging criteria. These criteria are contained within individual editions of the Association's Fundamentals and Critique series. The Critique provides constructive, rigorous and specific criteria that describe the ideal student publication. Fundamentals offers extensive text, illustrative examples and a useful glossary to explain the scoring criteria in

detail. Taken together, the two books provide a blueprint for producing an outstanding student yearbook.

Current editions of the Fundamentals series include one for magazines, one for yearbooks and two for newspapers (introductory and scholastic).

Scholastic Yearbook Critique

Yearbooks are rated according to the classification checked on the entry form submitted with the book. Classification is determined by the type of book and type of school or college.

Self-analysis questions on the entry form ask for information to provide the Board of Judges enough background to understand the school and the circumstances that pertain to publishing the book.

Each book is judged on its own merits without regard to previous standing in CSPA's Annual Critique. The Board of Judges attempts to provide constructive criticism and suggestions for improvement in the space available for comments.

Awards and Certificates

All publications entered in the annual critique receive a placing, based on these total numerical scores:

Gold Medalist.....800-1,000

Silver Medalist.....600-799

Bronze Medalistbelow 600

These ratings are given on the basis of the numerical scores earned. Gold through Bronze Medalists ratings are final. All publications may be eligible for further awards, known as Gold Crown Awards and Silver Crown Awards, based on a separate contest.

All-Columbian Honors

Each yearbook entered in the annual critique is eligible to earn additional citations as All-Columbian Honors for special merit in Reference, Verbal and Visual. These Honors are awarded, as part of the initial judging, to those publications that receive very high point totals in one or more of these five categories, as outlined in this Critique.

The minimum point totals for All-Columbian Honors are determined annually by the CSPA and are subject to change from one year to the next. In recent years, All-Columbian Honors have been given only when the publication has achieved the 95th percentile or higher in each of the three categories.

Gold and Silver Crown Awards

From 1982 to 1994, the Association presented Gold Crown Awards to the top one percent of those publications entered in the annual critiques. These awards were in addition to any All-Columbian Honors received and superseded the Medalist awards given on the basis of the numerical score earned.

Silver Crown Awards were added in 1985 to honor the next four percent of the top

Scholastic Yearbook Critique

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University in the City of New York

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publications, after Gold Crown Awards.

Beginning with the 1994 evaluations, Crown Awards are judged separately from the annual critique. A yearbook may enter for critique, independent of Crown Award entry, which is now a separate step. Critique entries will continue to qualify for the Gold through Bronze Medalists distinctions. This process will no longer nominate publications for Crown Awards, however. A copy of a yearbook must be submitted for analysis by Crown judges, in addition to another copy submitted for critique. Crown Awards will be announced by mid-January, and awards will be presented at the annual CSPA Conventions (College and Scholastic) in March.

Definitions of yearbook terms used

Concept — a unifying idea, rather than a catch phrase theme, which holds a yearbook together. May be an idea (identity, evaluation, emotions, colors, etc.) which influences the content and design of the book and/or a visual identity created by consistencies in elements such as typography, use of graphic devices or placement of elements and/or white space.

Traditional coverage — the use of six basic sections which cover student life, academics, sports, organizations, people and advertising/community. These can be arranged in many different ways. Frequently, student life comes first in the book and advertising/community/index is generally at the end of the book.

Nontraditional coverage — any pattern which presents a new selection of sections. These could be determined by the theme/concept and would likely change from year to year. The actual topics covered in the book do not change; they are simply arranged into new kinds of sections.

Jump coverage — involves carrying a topic over for more than a single spread; when the staff determines that there's more to the story, second and third spreads may be added.

Coverage packaging — using a combination of related stories on a spread or spreads.

Traditional copy — a story written in spool form (lead, body, conclusion), generally an objective, third person, past tense overview which features quotes from a variety of sources.

Alternative copy — any story presented in a non-conventional way: question and answer, top 10 lists, quote bars, factoids, bulleted highlights, comparison and contrasts, etc. On occasion, alternative copy is the only copy on a spread, but it can only replace traditional copy when all information needed for the record is included in some way.

Factoid — list of information, not necessarily in sentence form.

Grid (also called a mini-column) — a series of small (often 2-5 pica) columns separated by one pica internal margins used in combination to establish column widths offering flexibility with use of isolation and multiple widths for copy elements. May also be used horizontally to create multiple established eyelines on a spread.

Type package — used to describe both the type selections maintaining consistency within a section/book and the visual relationship between type elements (main head, subhead, copy, pulled quotes, captions) in terms of placement, alignment, size, emphasis, etc. to create a cohesive spread design.

Information graphic (also called infograph) — visual presentation of survey results or other information.

CSPA Critique

A ✓+ indicates outstanding work; a ✓ indicates very good work that meets the standard; a ✓- indicates work that is below the level of the standard; and an X indicates the material is not present.

Both a Judge's Workbook and Your Scorebook

Because the judge uses this book for scoring the yearbook, erasures and revisions of notations are understandable. In case of obvious mechanical errors, ratings will be corrected. Only when released by the CSPA is a rating official. The decision of the Board of Judges is final.

I. Reference

Reference refers to all of the information that make the book reader-friendly and historically accurate. While schools may not feature a separate reference section, the information referred to should appear in the book.

	Excellent	Good	Needs Work	Missing		Excellent	Good	Needs Work	Missing
1. Yearbook Theme/Concept creates a unique impression of the book, school and current year.	✓+	✓	✓-	X	6. The table of contents listing is accurate and visually/verbally goes with the theme/concept/look of the book.	✓+	✓	✓-	X
2. The book title and year appear on the front cover and also on the spine. The spine also contains school name and yearbook volume number. The volume number is presented horizontally as a readers' aid and is in Arabic numerals, not roman, to be reader friendly	✓+	✓	✓-	X	7. Folios appear on at least one page of each spread. Folio tabs identify section/spread content.	✓+	✓	✓-	X
3. The endsheets are plain or contain illustrative/informative content that ties into the theme/concept/look of the book.	✓+	✓	✓-	X	8. The index includes every person in captions and copy; students, faculty, staff and administration; all spread topics, sections of the book and advertisers.	✓+	✓	✓-	X
4. Opening, closing, divider pages (if used) reflect the theme/concept/look of the book. The verbal and visual coverage on them is specific, unique and relevant to theme/concept/look.	✓+	✓	✓-	X	9. The colophon contains number of copies printed, price book sold for; software/hardware, font families, paper stock used; editorial philosophy, advertising policy, staff listing, and appears in or after the index.	✓+	✓	✓-	X
5. The title page is visually and verbally connected to the theme/concept/look package. It includes book title, volume number, year, school name, complete address, city, state, zip code, telephone and fax numbers and school population (broken down by students and staff.); email address and web site if applicable.	✓+	✓	✓-	X	10. Each page includes photo, design and copy credits.	✓+	✓	✓-	X
					11. Student achievements, if included, appear on the same spread as the portraits (either with names or in a readable presentation) or as part of the index.	✓+	✓	✓-	X
					12. Each faculty member is identified by title (Dr., Miss, Mrs., Ms., Mr.) with information about exact subjects taught, positions held and sponsorship or coaching of any group or sport.	✓+	✓	✓-	X

	Excellent	Good	Needs Work	Missing		Excellent	Good	Needs Work	Missing
13. All mug pages head sizes and backgrounds are reasonably consistent (if the school is permitted to set specifications.) Backgrounds do not distract from faces.	✓ ⁺	✓	✓ ⁻	X	17. The staff thoroughly covers student life and not just events with coverage focusing on the unique events of a full year	✓ ⁺	✓	✓ ⁻	X
14. The staff covers academics thoroughly with coverage from the viewpoint of the students focusing on the unique events in all academic disciplines for a full year.	✓ ⁺	✓	✓ ⁻	X	18. A complete scoreboard, appears with each sport's coverage or in a reference section with the team picture which includes season and league records and lists the complete win-loss-tie record.	✓ ⁺	✓	✓ ⁻	X
15. The staff thoroughly covers sports, including girls', JV and intramurals, as well as personal sports with coverage focusing on the events of a full year.	✓ ⁺	✓	✓ ⁻	X	19. All captions identify the people in the photograph by first and last name and title, if appropriate	✓ ⁺	✓	✓ ⁻	X
16. The staff thoroughly covers clubs and organizations with coverage focusing on the unique events of a full year.	✓ ⁺	✓	✓ ⁻	X	20. Sports captions identify players on home and opposing teams by name and by jersey number, if visible.	✓ ⁺	✓	✓ ⁻	X

Total points possible 200

Total points earned for Reference _____

Judge's reference comments:

II. Verbal

Both traditional and alternative copy may be used throughout the book. Regardless of the approach chosen, good reporting, substantive quotes and correct style and mechanics must be used. Unless otherwise noted, any reference to “copy” would indicate both traditional and alternative copy.

	Excellent	Good	Needs Work	Missing		Excellent	Good	Needs Work	Missing
1. The verbal element of the book must emphasize telling the story of the year in a compelling, authentic, journalistic manner. All copy should be written in the voice of a student writer and should feature riveting quotations that pique reader interest and expand coverage.	✓ ⁺	✓	✓ ⁻	X	10. Begin a new paragraph after each quote.	✓ ⁺	✓	✓ ⁻	X
2. Verbal encompasses body copy, captions, headlines, alternative copy, sidebars, secondary stories, quick hits and surveys that expand total coverage.	✓ ⁺	✓	✓ ⁻	X	11. Run-on sentences or sentence fragments do not appear in any copy.	✓ ⁺	✓	✓ ⁻	X
3. Copy, whether traditional or alternative, is specific with colorful verbs and descriptive adjectives, and storytelling quotes that add depth to the copy.	✓ ⁺	✓	✓ ⁻	X	12. Punctuation, usage and spelling is correct.	✓ ⁺	✓	✓ ⁻	X
4. The school’s name, mascot and initials do not appear in copy.	✓ ⁺	✓	✓ ⁻	X	13. Correct spelling and capitalization of proper nouns appear in all forms of copy.	✓ ⁺	✓	✓ ⁻	X
5. Year designation (2010, 2011 etc.) and the term “this year” never appear in any copy or caption, unless necessary for clarification.	✓ ⁺	✓	✓ ⁻	X	14. Staff does not vary tense use in copy. Past tense, third person is used consistently.	✓ ⁺	✓	✓ ⁻	X
6. Sentences are short and paragraphs brief, featuring transitions that lead the reader smoothly from one paragraph to the next.	✓ ⁺	✓	✓ ⁻	X	15. There is always agreement between subject and verb and between pronoun and antecedent.	✓ ⁺	✓	✓ ⁻	X
7. The journalistic writing format of “lead-quote-transition-quote” is followed in traditional body copy.	✓ ⁺	✓	✓ ⁻	X	16. There is evidence that the staff has used a stylebook. For example, they have exhibited consistency in grade level identifications, adult courtesy titles, first and second name references, etc.	✓ ⁺	✓	✓ ⁻	X
8. Editorializing is eliminated from all copy.	✓ ⁺	✓	✓ ⁻	X	17. Staff has spelled out the numbers one through nine and used numerals for 10 and above.	✓ ⁺	✓	✓ ⁻	X
9. Transitions never repeat what is contained in a quote.	✓ ⁺	✓	✓ ⁻	X	18. Staff cites times correctly as 7 p.m. and 7:35 p.m.	✓ ⁺	✓	✓ ⁻	X
					19. Staff has avoided use of indefinite words such as many, several, various, numerous, a lot, some, few.	✓ ⁺	✓	✓ ⁻	X
					20. Staff has avoided use of all editorial adjectives such as beautiful, spectacular, terrific, outstanding, unprecedented, wonderful and adverbs such as gracefully, adroitly, skillfully.	✓ ⁺	✓	✓ ⁻	X

	Excellent	Good	Needs Work	Missing		Excellent	Good	Needs Work	Missing
21. The staff has avoided use of clichés such as hard work and dedication, blood, sweat and tears, takes a break, a night to remember, a night we will never forget, and such words as diligently, dedicated, successful.	✓ ⁺	✓	✓ ⁻	X	30. Captions identify all students relevant to the action by first and last names, and clarify the content of the photo.	✓ ⁺	✓	✓ ⁻	X
22. In all copy, captions and headlines, the apostrophe has been used correctly for contractions and possession, for example, '90s, not 90's, and Girls' Basketball, not Girl's Basketball.	✓ ⁺	✓	✓ ⁻	X	31. Captions explain completely the activities shown in photographs and when appropriate, provide additional information about the event or the game.	✓ ⁺	✓	✓ ⁻	X
23. Each sports story/alternative copy for the entire school year focuses on season highlights, team and coach reactions. Fan support and the influence of coaches, trainers, managers and others have been included.	✓ ⁺	✓	✓ ⁻	X	32. The staff has avoided use of clichés and formulaic intros in captions such as "and as ... looks on."	✓ ⁺	✓	✓ ⁻	X
24. Each group/organization's story/alternative copy for the entire school year is preserved in interesting copy, with specific examples about its significant activities.	✓ ⁺	✓	✓ ⁻	X	33. A simple name identification caption may be used when the design will not permit stand-alone captions.	✓ ⁺	✓	✓ ⁻	X
25. Each academic department's story/alternative copy for the entire school year is preserved in interesting copy/alternative copy, with specific examples about its significant activities from the viewpoint of students.	✓ ⁺	✓	✓ ⁻	X	34. The first sentence of a mini story caption is in present tense with an action verb. The second sentence is in past tense and tells more about the photo content. The last sentence is also in past tense and may be a quote or provide additional information about the photo.	✓ ⁺	✓	✓ ⁻	X
26. Each student life story for the entire school year is preserved in interesting copy/alternative copy, with specific examples about significant activities/events from the viewpoint of students.	✓ ⁺	✓	✓ ⁻	X	35. Captions answer as many of the 5 W's and H as necessary.	✓ ⁺	✓	✓ ⁻	X
27. Each people story for the entire school year is preserved in interesting copy/alternative copy with specific examples about significant activities/events, personal narratives from the viewpoint of students.	✓ ⁺	✓	✓ ⁻	X	36. Staff has varied leads for all captions, avoiding overuse of name leads, gerunds and quote leads. Each caption on a spread should have a different lead.	✓ ⁺	✓	✓ ⁻	X
28. All copy begins with an impact lead.	✓ ⁺	✓	✓ ⁻	X	37. In all captions, staff has avoided use of passive voice or use of phrases such as is running, is playing and directionals, Pictured above (below, left etc.) are Jim Brown and Mary Stein.	✓ ⁺	✓	✓ ⁻	X
29. Leads vary so that no pattern is established.	✓ ⁺	✓	✓ ⁻	X	38. Group photos begin with group name identification and then use FRONT (bottom) to Row 2, Row 3, BACK (top) row. Avoid use of left to right or l-r.	✓ ⁺	✓	✓ ⁻	X
					39. Sports captions give the result of the action shown, and identify players on home and opposing teams by name. Captions include				

	Excellent	Good	Needs Work	Missing		Excellent	Good	Needs Work	Missing
the name/nickname of the opposing team, winner of the game, match or meet, and/or individual achievement.	✓ ⁺	✓	✓ ⁻	X	dominant photo/dominant element for a verbal/visual connection.	✓ ⁺	✓	✓ ⁻	X
40. Some type of copy, other than name identifications, appears on every portrait spread.	✓ ⁺	✓	✓ ⁻	X	43. A variety of main and subheadlines styles are used which are relevant to spread content. They highlight copy and attract the readers' interest, while avoiding repetition.	✓ ⁺	✓	✓ ⁻	X
41. Main headlines are not labels and do not state the obvious.	✓ ⁺	✓	✓ ⁻	X	44. All copy has been meticulously proofread.	✓ ⁺	✓	✓ ⁻	X
42. There has been an effort to link the headline with the									

Total points possible **400**

Total points earned for Verbal _____

Judge's verbal comments:

III. Visual

Design and photography must go hand in hand to present a visually attractive story of the year. Continuity must be present from spread to spread so that the individual pictures and copy blocks can be viewed and read without distraction.

	Excellent	Good	Needs Work	Missing		Excellent	Good	Needs Work	Missing
1. The cover creates a unique impression through the use of type, color and graphics, and introduces the theme/concept/look of the publication.	✓ ⁺	✓	✓ ⁻	X	11. Photographs which cross the gutter do not split eyes, noses or mouths.	✓ ⁺	✓	✓ ⁻	X
2. The end sheets, title page, opening, closing, emulate the design of the cover so that the design/concept thrust is established.	✓ ⁺	✓	✓ ⁻	X	12. Each page has been linked to its facing page by one of the following: eyelines, photographs across the gutter, graphics.	✓ ⁺	✓	✓ ⁻	X
3. A specific grid/modular plan has been used throughout the book.	✓ ⁺	✓	✓ ⁻	X	13. The use of hand-drawn artwork has been avoided.	✓ ⁺	✓	✓ ⁻	X
4. A dominant visual element/ photograph has been used on each spread. Other elements/ photographs contrast in size and shape and placement is varied to avoid visual monotony.	✓ ⁺	✓	✓ ⁻	X	14. Each section of the book has a personality of its own which is evident whether the book has a traditional, chronological or non-traditional format.	✓ ⁺	✓	✓ ⁻	X
5. The dominant photo/visual element varies in shape from spread to spread to avoid visual monotony.	✓ ⁺	✓	✓ ⁻	X	15. All portraits have been designed as solid rectangular panels with names to the outside (left or right).	✓ ⁺	✓	✓ ⁻	X
6. Every spread has at least three points of entry for the reader.	✓ ⁺	✓	✓ ⁻	X	16. Photographs have excellent contrast (with clean blacks, shades of gray and photographic whites) and/or well saturated and accurate color tones.	✓ ⁺	✓	✓ ⁻	X
7. Body copy/alternative copy is designed to visually coordinate with the primary headline/copy package.	✓ ⁺	✓	✓ ⁻	X	17. Overall light or dark, gray or muddy photographs, burned out highlights and improper color balance have been avoided.	✓ ⁺	✓	✓ ⁻	X
8. The staff has kept white space to the outside of the layout unless intentionally using "rail(s)" of isolation to call attention to a specific element in the spread design.	✓ ⁺	✓	✓ ⁻	X	18. All photographs are clear and sharp. No fuzzy or blurred photographs appear.	✓ ⁺	✓	✓ ⁻	X
9. Adequate and consistent margins have been designed for each section.	✓ ⁺	✓	✓ ⁻	X	19. Proper resolution for digital images has prevented pixilation from occurring.	✓ ⁺	✓	✓ ⁻	X
10. The action of the photographs leads onto, not off, the page.	✓ ⁺	✓	✓ ⁻	X	20. All photographs are appropriately credited to the photographer and copyright laws have been strictly followed.	✓ ⁺	✓	✓ ⁻	X

	<i>Excellent</i>	<i>Good</i>	<i>Needs Work</i>	<i>Missing</i>		<i>Excellent</i>	<i>Good</i>	<i>Needs Work</i>	<i>Missing</i>
21. Group photographs do not feature formations or busy backgrounds which detract from faces.	✓ ⁺	✓	✓ ⁻	X	31. Groups/Organizations – Group photos without distractions or unusual formations appear on the spreads with group coverage or in the index, or separate reference section.	✓ ⁺	✓	✓ ⁻	X
22. Cropping of group photographs is just above the heads of those in the back row, to the waist of those in the front row and to the right and left, so dead space is eliminated.	✓ ⁺	✓	✓ ⁻	X	32. The index is set in a type and size that is easily read.	✓ ⁺	✓	✓ ⁻	X
23. Group shots do not dominate spreads, but are large enough so that each face is easily recognizable.	✓ ⁺	✓	✓ ⁻	X	33. Headline type selection for each section is contemporary and readable, and complements the look of the book.	✓ ⁺	✓	✓ ⁻	X
24. All photographs have been cropped to the focal point.	✓ ⁺	✓	✓ ⁻	X	34. Body type is easy to read and consistent in size and leading in each section.	✓ ⁺	✓	✓ ⁻	X
25. Photographs are not cut into odd shapes.	✓ ⁺	✓	✓ ⁻	X	35. Caption type is consistent in family, size and leading within each section.	✓ ⁺	✓	✓ ⁻	X
26. Photographs use several techniques such as rule of thirds, leading lines, framing, patterns, panning, backlighting and silhouettes to draw the readers' attention.	✓ ⁺	✓	✓ ⁻	X	36. Captions have been placed so that each is close to its own photograph or, if stacked, numbers, letters, dingbats, arrows or single words are used to match captions to photos. Captions are not placed between photographs (except group identifications).	✓ ⁺	✓	✓ ⁻	X
27. Photographs showing only tops of heads and/or backs do not appear.	✓ ⁺	✓	✓ ⁻	X	37. Caption widths conform to the column/grid/modular plan in each section.	✓ ⁺	✓	✓ ⁻	X
28. Posed shots (excluding portraits and group photographs), especially those of students "mugging" or "hamming it up" for the camera, have been avoided.	✓ ⁺	✓	✓ ⁻	X	38. Group identifications, generally no wider than 21-23 picas, begin with the name of each group in contrasting type and with row designations also in contrasting type.	✓ ⁺	✓	✓ ⁻	X
29. Staff uses a wide range of candid shots, from the viewpoint of the students, focusing on the unique and daily events of a full year.	✓ ⁺	✓	✓ ⁻	X	39. Overprinted or reversed captions are easily readable, since overprints appear only on solid, light backgrounds and reverses only on solid, dark backgrounds.	✓ ⁺	✓	✓ ⁻	X
30. Groups/Organizations – Action shots dominate each organization/group's coverage and show specifically the activities of the organization/group this year.	✓ ⁺	✓	✓ ⁻	X	40. Sports scoreboards follow a consistent plan, with type consistent in family, weight and size.	✓ ⁺	✓	✓ ⁻	X

Total points possible **400**

Total points earned for Visual _____

Judge's visual comments:

Overall comments: