



The Official  
**Yearbook**  
**2022 Critical Service**  
 Scorebook

Oklahoma Scholastic Media  
 Serving Scholastic Media Since 1916

Oklahoma Scholastic Media  
 Gaylord College of Journalism and Mass Communication  
 395 W. Lindsey, Room 2545  
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**SCORING TOTALS**

Categories	Possible Points	Point Total
Theme	100 Points	_____
Coverage	200 Points	_____
Copy	300 Points	_____
Photography	200 Points	_____
Design	200 Points	_____
<b>Total</b>	<b>1,000 Points</b>	_____

Advertising points \_\_\_\_\_ out of 60 points / These points are for information purposes only and DO NOT factor into the publication's final score or rating

**Rating:** \_\_\_\_\_

**PREPARED FOR**

\_\_\_\_\_ Publication

\_\_\_\_\_ School \_\_\_\_\_ Adviser

\_\_\_\_\_ Year \_\_\_\_\_ Judge

# THEME/ESSENTIALS

(100 points)

## Theme

- \_\_\_\_\_ A unifying theme is present and used throughout the book. Elements of the theme may be verbal, visual or a combination of both.
- \_\_\_\_\_ The theme is original, imaginative and helps tell the story of this specific year at this specific school
- \_\_\_\_\_ Copy, including text, headlines, sub-headlines and captions, develops the theme
- \_\_\_\_\_ Section dividers, if used, coordinate with the theme and relate it to section content
- \_\_\_\_\_ An opening and a closing section develop the theme and leave the reader with a feeling of completeness

## Essentials

- \_\_\_\_\_ Cover includes name of the book, theme, school and year; spine includes the name of the school, volume number and year
- \_\_\_\_\_ Title page includes name of book, theme, volume number, year, school, address and website
- \_\_\_\_\_ A colophon is included and provides technical information and printing specifications for the book
- \_\_\_\_\_ Folios include page number and information either on the page's content or the book
- \_\_\_\_\_ A complete, accurate and easy-to-read index listing people, groups and advertisers is included

Judge's Comments on Theme/Essentials

Strengths:

Weaknesses/Recommendations:

**Theme/Essentials score: \_\_\_\_\_/100**

# COVERAGE

(200 points)

## General

- \_\_\_\_\_ Coverage is complete, balanced and reflects student interests
- \_\_\_\_\_ Coverage includes the entire year up until the final yearbook deadline
- \_\_\_\_\_ Coverage includes the entire student body and reflects its diversity
- \_\_\_\_\_ Content may be organized into traditional sections, blended or chronological, but includes all major areas – student life, academics, organizations, sports and people

## Student Life

- \_\_\_\_\_ Student life coverage features unique angles and approaches but may also cover traditional school events and topics
- \_\_\_\_\_ Coverage includes major student events as well as daily life to showcase the entire student experience at the school
- \_\_\_\_\_ Student life coverage includes both in-school and out-of-school activities

## Academics

- \_\_\_\_\_ Academic coverage features unique angles and approaches but may also include traditional coverage of academic topics
- \_\_\_\_\_ The section gives an overview of what students learn and how they learn it
- \_\_\_\_\_ Academic coverage includes coverage of various topics, including field trips, special projects and other topics related to learning

## Organizations

- \_\_\_\_\_ Organization coverage features unique angles and approaches but may also feature traditional coverage of groups
- \_\_\_\_\_ Organization coverage includes group photos though they may be presented in another section
- \_\_\_\_\_ Organization coverage includes event stories as well as coverage of the impact organizations have on students

## Sports

- \_\_\_\_\_ Sports coverage features unique angles and approaches but may also feature traditional coverage of teams and seasons
- \_\_\_\_\_ Sports coverage includes games, but also includes coverage of practices, sideline activities, travel and team interaction
- \_\_\_\_\_ Sports coverage includes complete records of all athletic teams, including win/loss records or other summaries of seasons. This coverage may appear in a separate section
- \_\_\_\_\_ Sports coverage is balanced among all of the school's athletic teams, including junior varsity and off-campus sports activities

## People

- \_\_\_\_\_ People section includes rectangular portrait panels with names grouped on the side of each row
- \_\_\_\_\_ People coverage shows a commitment to telling the stories of the community in a way that adds interest to portrait pages
- \_\_\_\_\_ People coverage clearly labels different groups (classes, etc.)

## Judge's Comments on Coverage:

Strengths:

Weaknesses/Recommendations:

Coverage score: \_\_\_\_\_/200

# COPY

(300 Points)

## Body Copy

- \_\_\_\_\_ Book tells the story of the year, either through traditional story blocks or alternative story forms. All copy is authentic and journalistic in style
- \_\_\_\_\_ Copy includes alternative writing features, such as Q&As, first-person anecdotes, quotes, sidebars, infographics, stand-alone quotes and information nuggets
- \_\_\_\_\_ Regardless of format, copy answers basic questions about the topic including who, when, where, what, why and how
- \_\_\_\_\_ Story-telling quotes throughout copy show evidence of thorough interviewing and information-gathering techniques
- \_\_\_\_\_ Copy is full of active verbs, colorful adjectives and vivid descriptions to tell the story of the year
- \_\_\_\_\_ All features include two or more sources who give meaningful insight into the topic
- \_\_\_\_\_ Sourcing of stories and text shows evidence of the diversity of the school
- \_\_\_\_\_ A variety of leads are used to capture the reader's attention
- \_\_\_\_\_ Copy is written in third person, using active voice and past tense
- \_\_\_\_\_ Copy avoids overuse of the name of the school, mascot, team or year
- \_\_\_\_\_ Copy avoids editorializing, editorial adjectives like wonderful, terrific, amazing and editorial adverbs like gracefully, skillfully, etc.
- \_\_\_\_\_ Interesting and relevant background material is included in stories where it enhances understanding
- \_\_\_\_\_ Copy uses good transitions, short paragraphs and a variety of sentence lengths to engage readers
- \_\_\_\_\_ Transitions do not repeat exact wording from a quote

## Editing

- \_\_\_\_\_ The book shows evidence of careful and repeated copy editing and proofing
- \_\_\_\_\_ Copy is free of mechanical errors and wordiness
- \_\_\_\_\_ Copy is organized and does not repeat information
- \_\_\_\_\_ Style rules are apparent and used consistently throughout the book

## Headlines

- \_\_\_\_\_ Headlines attract readers and draw them into the content
- \_\_\_\_\_ Headlines accurately describe the content but are not labels – basketball, newspaper, etc.
- \_\_\_\_\_ Headlines are clever and avoid cliches
- \_\_\_\_\_ Secondary headlines are used where appropriate
- \_\_\_\_\_ Headlines are written in present tense and include impact words
- \_\_\_\_\_ Headlines match both the copy and visual content on the spread

## Captions

- \_\_\_\_\_ Where space allows, photographs have complete captions. A name identification caption is permissible where design won't allow for a complete caption.
- \_\_\_\_\_ Captions do not editorialize or speculate
- \_\_\_\_\_ Captions are at least two sentences long. The first sentence, written in present tense, describes what is going on in the photo without being obvious. The second sentence provides more information about the person, event or organization.
- \_\_\_\_\_ Captions identify all people in the images completely and identification is easy to ascertain from the listing
- \_\_\_\_\_ Captions show the same attention to story-telling and reporting as body copy, answering who, what, where, when, why and how
- \_\_\_\_\_ Group photo captions give group name identification and then use "front row, second row, third row, back row," etc. They avoid L-R or left to right.

## Judge's Comments on Copy:

Strengths:

Weaknesses/Recommendations:

Copy score: \_\_\_\_\_/300

# PHOTOGRAPHY

(200 points)

## Coverage

- \_\_\_\_\_ Photographs include a variety of settings, people and activities related to the spread's content
- \_\_\_\_\_ Photographs highlight the diversity of the school
- \_\_\_\_\_ Photographs are story-telling and add to the understanding of the content
- \_\_\_\_\_ Photographs of the same topic cover several aspects instead of depicting only one event, activity or game
- \_\_\_\_\_ Group and organization coverage focuses on action shots of the group and show the activities and routines of the group.

## Composition

- \_\_\_\_\_ Photographs demonstrate a variety of shooting techniques, including interesting angles, framing, rule of thirds, leading lines and others when appropriate to add to the story-telling content of the images
- \_\_\_\_\_ Photographs show evidence of pre-planning to fit with the copy and design elements of the spread
- \_\_\_\_\_ Besides the people and organizations portraits, photographs are generally action shots and avoid posing
- \_\_\_\_\_ Photographs have a clear center of interest that makes it easy for readers to see the action
- \_\_\_\_\_ Photographs showing only tops of heads or student backs have been avoided
- \_\_\_\_\_ Photographs have been appropriately cropped to focus on the interesting content and eliminate unneeded elements

- \_\_\_\_\_ Group photos are shot and displayed in a way that makes faces clear and identifiable, including arrangement of people into a clear order
- \_\_\_\_\_ Group photographs are cropped just above the heads of the back row and at the waist of those in the front row to eliminate empty space

## Reproduction

- \_\_\_\_\_ Photographs are in focus, well-lit and clear
- \_\_\_\_\_ Photographs use proper saturation with accurate color tones or correct contrast with clean blacks, grays and whites.
- \_\_\_\_\_ Photographs are displayed at the proper resolution avoiding pixellization
- \_\_\_\_\_ Photographs have not been stretched through improper placement techniques
- \_\_\_\_\_ Photographs have not been flipped, as that is an inaccurate representation
- \_\_\_\_\_ Photos cut into unusual shapes have been avoided unless for emphasis or some other identifiable purpose
- \_\_\_\_\_ Photographs have been credited to the proper photographer or source where it was obtained.

## Judge's Comments on Photography:

Strengths:

Weaknesses/Recommendations:

Photography score: \_\_\_\_\_/200

# DESIGN

(200 points)

## Theme/Cover

- \_\_\_\_\_ Cover makes a good first impression with well-designed type and/or use of graphics or color
- \_\_\_\_\_ Cover expresses theme in a unique and visually appealing manner
- \_\_\_\_\_ Theme pages (opening, closing, section dividers if used) are well-designed and relate to cover design. Visually, all are coordinated and appealing.

## Basic Layout

- \_\_\_\_\_ Design is created with story-telling in mind, enhancing that quality in copy and photos
- \_\_\_\_\_ Book has clearly been designed in two-page spread units with a consistent grid or modular pattern throughout
- \_\_\_\_\_ White space is used appropriately to draw the reader in and provide either association or separation between elements
- \_\_\_\_\_ Each spread contains a dominant point-of-entry for the reader, usually a dynamic photo, but also creative headlines or graphic elements
- \_\_\_\_\_ Dominant element on each spread is typically at least one-and-a-half times larger than any other element on the page
- \_\_\_\_\_ The action in the photos leads onto the page; design avoids photos looking off the page
- \_\_\_\_\_ The best photos are used the largest to highlight great photography
- \_\_\_\_\_ Design includes a variety of photo sizes and shapes, with preference to varied sizes of rectangles
- \_\_\_\_\_ Clip art is avoided, and, when used, matches the elements on the page and has been modified to fit the design theme of the book
- \_\_\_\_\_ While each section may have different design and specific elements, all section designs are clearly related and belong in same book
- \_\_\_\_\_ If used, color is attractive and purposeful to enhance the book, it does not distract from the content of the spread
- \_\_\_\_\_ Index contains photos, graphics or text designed to interest the reader

## Typeface and Fonts

- \_\_\_\_\_ Typeface and font choices have been made with readability in mind
- \_\_\_\_\_ Body copy is easy-to-read and attractive to the eye
- \_\_\_\_\_ Captions are easy-to-read and are easily matched with the photos they describe
- \_\_\_\_\_ Headline typefaces show dominance on the page and are easy-to-read
- \_\_\_\_\_ Typefaces and fonts used are limited in number; novelty fonts are only used when they add to the understanding of the content on the spread and are always readable

## Judge's Comments on Design:

Strengths:

Weaknesses/Recommendations:

**Design score:** \_\_\_\_\_/200

# ADVERTISING (Optional)

(60 points)

\*Advertising score DOES NOT count toward final score or book rating

- \_\_\_\_\_ Advertising section includes content that appeals to the student audience
- \_\_\_\_\_ Advertising highlights products or services the advertiser would want to market to a student audience
- \_\_\_\_\_ Advertising is well-designed and easy-to-read
- \_\_\_\_\_ Advertising contains contact information for the advertiser
- \_\_\_\_\_ School-designed ads use unified design tied to theme and the rest of the yearbook
- \_\_\_\_\_ Advertising section contains some sort of content designed to invite readers into the section. This can be infographics, quotes, profiles, text or anything readers will want to spend time viewing.

Judge's Comments on Advertising:

Strengths:

Weaknesses/Recommendations:

Advertising score: \_\_\_\_\_/60

# OVERALL COMMENTS

Judge's Overall Comments:

Strengths:

Weaknesses/Recommendations:

Final score: \_\_\_\_\_/1000

Rating:

- \_\_\_\_\_ Highest Honors
- \_\_\_\_\_ Honors
- \_\_\_\_\_ Distinguished merit
- \_\_\_\_\_ Merit