



YEARBOOK EVALUATION

Name of School: _____

School Size/Number of Students _____

NHSPA

Nebraska High School Press Association

We hope our NHSPA yearbook judges find this digital evaluation guide user friendly. We want our guides to be easily used as learning tools. Although awards are nice, helping our advisers and students gain knowledge in scholastic journalism is the primary goal of our evaluation service.

By using this digital format, judges will be able to communicate with yearbook advisers and their students both strengths and weaknesses to make their next yearbooks better in a format that advisers can readily share with their staffs. They can simply project the evaluations from a computer in their classroom and teach from them.

So that our awards ceremony will still have an element of surprise, the actual ratings will be removed before forwarding the evaluation to the advisers. The full evaluation – comments and ratings – will be distributed at the fall conference held at UN-L in Lincoln.

Please send evaluations back by the deadline or sooner.

Please save your file using the name of the book and school name. (Ex: Rambler-Lan casterHS)

Begin your evaluation below:

Yearbook/Year: _____

School Name: _____

School address: _____

Adviser: _____

Explanation of Evaluation System

- This evaluation is divided into five sections:

Reader Assistance (how well the yearbook utilizes its unifying theme).

Coverage (how well the yearbook covers all areas of school and student life).

Writing (how well students use journalistic style as it applies to yearbook copy and captions).

Design (how well students follow design guidelines and utilize design to communicate theme and coverage).

Photography (how well students produce photos of technical quality and dynamic content).

- Each division in each section is rated as Superior (Always), Excellent (Frequently), Good (Usually), Average (Sometimes), or Needs Improvement (Never).
- Judges will disregard divisions which relate to advertising or endsheets if the publication does not include ads or print on endsheets, and will not reduce a publication's score.
- Judges will annotate both positive and negative elements of the publication in red so that the staff can easily recognize the remarks. Therefore, judges will write in your publications.
- Judges will include comments relevant to each division and therefore each section in the space on the pages provided. In addition, they will include supplementary comments explaining their overall impressions.
- Judges will award one or two Golden Kernel Awards to a staff for any special strength they see in any one or two bulleted items of the evaluation.
- Publications will be awarded one of the following class ratings:
 - Cornhusker
 - Superior
 - Distinction
 - Merit
- If a publication receives no official rating, the judge will provide specific recommendations along with a detailed evaluation.

Part I: Concept

CONCEPT: SECTION A

THEME/CONCEPT DEVELOPMENT

- The theme/unifying concept is appropriately introduced on the cover.
- The theme/concept works as a unifying concept and appears appropriately – usually on the cover, endsheets, title page, opening/closing sections and divider spreads.
- The theme/concept is simple, clear, well-conceived, easily identifiable and relative to the student readers.
- The theme/concept is original and applicable to the school year.
- The book's overall presentation is appropriately influenced by the staff's selected theme/concept.

COVER NECESSITIES

- The book's title and year appear on the cover.
- The name of the school, city and state, book title, volume number and year appear on the spine.
- The cover enhances the theme/concept with color, design and type.
- When photographs are used on the cover, they have captions on the endsheets or early in the book to properly identify them.
- Modern graphics used.

TITLE PAGE

- The title page includes the name of the book, year, school name and mailing address, telephone number, school enrollment, Web site address and volume number.
- The theme/concept statement or graphics is repeated on the title page.
- An action photograph, with appropriate caption, is used instead of a static photograph of the front of the school.

FRONT/BACK ENDSHEETS

- Front and back endsheets are coordinated.
 - Graphics are used from the cover.
 - If photographs are used, they have captions to properly identify them.
 - Endsheets coordinate nicely with the cover and theme/concept of the book. (If plain, judges will not deduct.)

CONTENTS LISTING

- Mini-theme/concept/phrases may be used along with listing the section names in the contents listing.
- Page numbers correspond with the actual pages.
- The contents listing easy to find.
- The contents listing is physically placed on the endsheets or soon after, but not on the title page.

Section A Commendations and Recommendations:

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READER ASSISTANCE: SECTION B

DIVISION PAGES

- The design is distinct.
- Specific examples are used in the copy.
- Photographs and design relate to the theme/concept as well as to the section.
- Headlines creatively entice the reader into the copy.
- Headlines are featurized, not merely labels.

INDEX

- The index is accurate and includes a complete listing of all people, organizations, advertisers and events covered in the book.
- It includes copy and photographs for reader interest.
- The type is easy to read.
- Appropriate measures are taken to coordinate the index design with the rest of the book.

COLOPHON/STAFF LISTING/ACKNOWLEDGMENTS

- The colophon includes the publishing specifics of the book: place of publication, paper, colors, type styles, yearbook representative, plant representative, scholastic press memberships and previous awards.
- The colophon avoids sentimental staff comments.
- The colophon is placed appropriately in the index, at end of ads, or on back endsheet but is not the final page of the book.
- Acknowledgments are factual and written in good taste.
- A staff list, including the adviser (at the bottom of the list), is included.

FOLIOS

- Every spread has complete folios.
- Visual/graphical elements of the folios coordinate with the rest of the book's design.
- The folio includes page number and appropriate page/spread name.
- Folios graphics do not over-dominate the spread.

Section B Commendations and Recommendations:

READER ASSISTANCE: SECTION C

GENERAL DESIGN

- The thematic/concept development is appropriately packaged.
- Each spread has a dominant element that serves as a focal point.
- Various sections' design is distinctive from other sections of the book.
- Design elements within sections assist in visually combining the design of the entire book.
- The eye flow of photographs leads readers back into spread.

TYPOGRAPHY

- Typography is modern and effective for the overall design of the book.
- Typography is used to enhance the look of each spread.
- Distracting typography is avoided.

GRAPHICS

- Graphics are used effectively.
- No graphics hurt any spread's readability.
- Graphics are consistent within a section.
- Theme/concept-related graphic elements are used.
- Appropriate graphics are used to supplement words and photographs.

COPY/HEADLINES

- Leads are concise, well-written and free of label openers, editorializing, apologizing and prophesying.
- Headlines are written in present tense.
- The headline style is consistent throughout the section.
- Label headlines are avoided.
- Secondary headlines are used.

Section C Commendations and Recommendations:

SCORE FOR CONCEPT

0 100 150 175 200

Needs improvement Average/Good Very Good Excellent

Judges: The numbers above are just markers. You may give any number of points up to 200.

GENERAL COMMENTS FOR CONCEPT

PART II: COVERAGE

ACADEMICS: SECTION A IN THE CLASSROOM

- The reader gets an overall feel for what took place academically at the school.
- The direct involvement of students in the learning process is shown.
- Special classroom events are included as well as the routine classroom happenings.
- The reader gets both student and teacher angles of academics.
- There are limited photographs of students just sitting at their desks.
- Interesting candid photographs dominate most spreads.

OUTSIDE THE CLASSROOM

- The reader sees more than what happened in the classroom alone.
- Behind-the-scenes areas of academics are included through photographs and stories.
- Field trips are adequately documented.
- Out-of-classroom coverage adds to the depth of the copy in the section.
- Reader can see the interaction between students and the community.

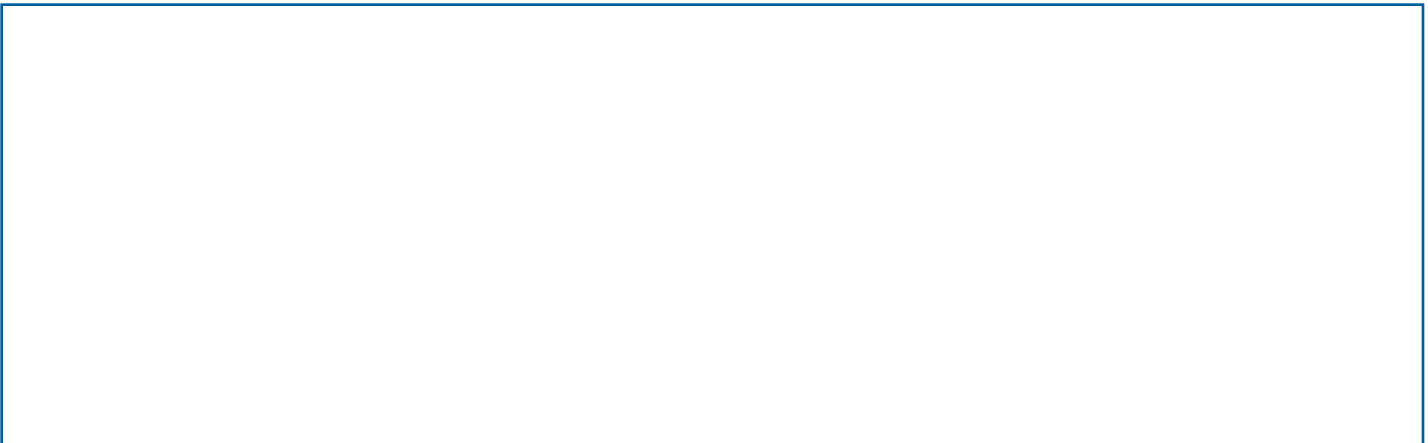
FACULTY

- Faculty members are included; however, faculty coverage does not overshadow student coverage.
- The reader sees the interaction between students and faculty in and outside of the classroom.
- The staff has avoided using the academic section for faculty portraits.
- Faculty are titled appropriately.

COURSE COVERAGE

- The section includes all academic areas including core courses and electives.
- Vocational courses are included and adequately covered.
- Special courses such as college preparatory and advanced placement classes are also included.
- The staff obviously has tried to cover as many courses/departmental areas of the school as possible.
- The staff has tried to avoid dated department-by-department coverage.

Section A Commendations and Recommendations:



ACADEMICS: SECTION B COVERAGE

- The coverage shows all academic areas including core courses, electives and vocational classes.
- Coverage is enlivened with the use of strong action photographs and creative graphics.
- An attempt is made to include as many different people as possible within this section and within the book.

GENERAL DESIGN

- Each spread has a dominant element that serves as a focal point.
- Facing pages are designed as spreads with consistent inner and outer margins.
- The section's design is distinctive from other sections of the book.
- Design elements within the section assist in visually combining the design of the entire book.
- A variety of photographic shapes and sizes been used effectively on all spreads throughout the section.

TYPOGRAPHY

- The typography is modern and effective for the overall design of the book.
- The typography used enhances the look of each spread.
- Distracting typography is avoided.
- The staff has selected readable and modern typefaces for secondary coverage.
- Type choices are appropriate and work well together on each spread.

GRAPHICS

- Graphics are used effectively.
- Graphics do not take away from the readability of a spread.
- Graphics are consistent within the section.
- Theme/concept-related graphic elements are used.
- Graphics are used to supplement the words and photographs.

COPY

- Faculty are included, but are not the focal point for coverage.
- Feature leads are concise, well-written and without label openers.
- A feature style is used for the copy.
- Meaningful student quotes are used throughout the copy.
- Copy includes interesting topics that encourage the reader to continue reading.
- A consistent style of writing been used throughout the section.
- All copy been appropriately edited.
- There are few, if any, proofing errors.

HEADLINES

- Headlines are written in present tense.
- Label headlines are avoided.
- Headlines are clever, appropriate, interesting and accurate.
- Primary and secondary headlines work together effectively.
- The headline style is consistent throughout the section.
- Headlines are feature-oriented instead of being news-oriented.

Section B Commendations and Recommendations:

OVERALL SCORE FOR ACADEMICS

0 20 50 75 100

Needs improvement Average/Good Very Good Excellent

Judges: The numbers above are just markers. You may give any number of points up to 100.

SPORTS: SECTION A

TRAINING

- The staff has covered athletic training for each sport.
- The training coverage includes regular practices as well as special events, such as summer camps.
- Out-of-season and pre-season training is covered effectively.

FAIRNESS

- Both boys and girls sports are covered fairly.
- Coverage includes more than just varsity sports.
- The staff has included all sports that take place at the school
- Editorializing been eliminated.
- Predictions about future seasons are avoided.

SCOREBOARDS

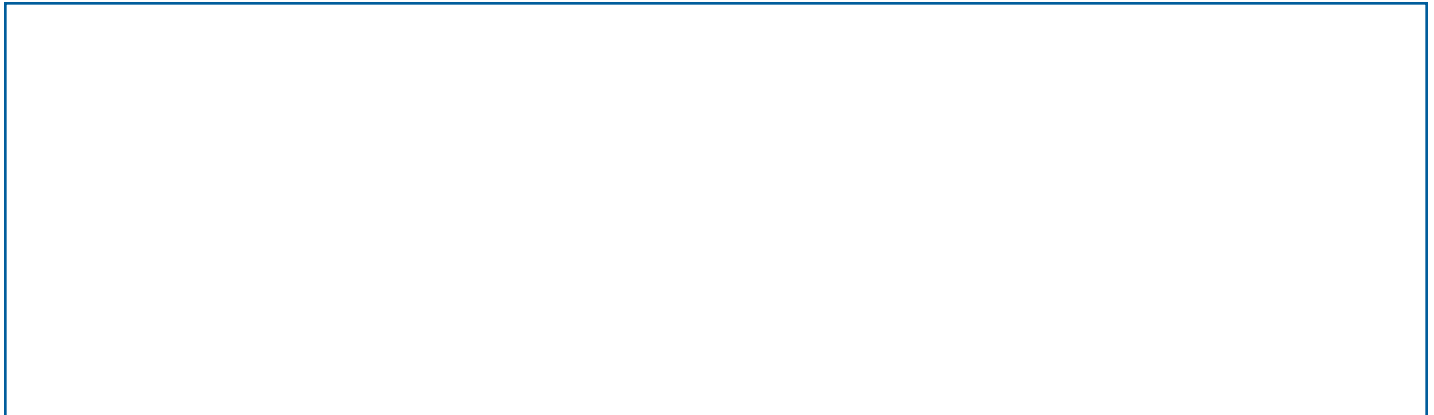
- Complete scoreboards are used.
- Scoreboards are designed to compliment the layout and graphics in the section.
- Scoreboards focus on the present year when possible.
- Scoreboards are accurate and readable.
- Record is included in every scoreboard.
- Scores are placed side by side for easy comparisons.
- All sports spreads have similarly designed scoreboards.

SPECTATORS/ COACHES

- The spectators as well as the athletes are included.
- The staff has shown an element of fan support.
- Coaches and/or sponsors of each sport are included.

OUTSIDE SCHOOL

- Both in-and out-of-school sporting activities are covered effectively.
- Individual sporting activities are included.
- The staff has covered community sports that students participate in, such as church softball or soccer leagues.



SPORTS: SECTION B

COVERAGE

- Coverage is enlivened with strong action photographs and creative graphics.
- An attempt is made to include as many different people as possible within this section and within the book.

GENERAL DESIGN

- Each spread has a dominant element that serves as a focal point.
- Facing pages are designed as spreads with consistent inner and outer margins.
- The section's design is distinctive from other sections of the book.
- Design elements within the section assist in visually combining the design of the entire book.
- A variety of photographic shapes and sizes been used effectively on all spreads throughout the section.

TYPOGRAPHY

- The typography is modern and effective for the overall design of the book.
- The typography used enhances the look of each spread.
- Distracting typography is avoided.
- The staff has selected readable and modern typefaces for secondary coverage.
- Type choices are appropriate and work well together on each spread.

GRAPHICS

- Graphics are used effectively.
- Graphics do not take away from the readability of a spread.
- Graphics are consistent within the section.
- Theme/concept-related graphic elements are used.
- Graphics are used to supplement the words and photographs.

COPY

- Features on the interaction between students and the community appear in the section.
- Feature leads are concise, well-written and free from label openers.
- The copy is written in feature style.
- Copy does not excuse or praise, or make predictions about next season.
- Meaningful student quotes are used throughout the copy.
- Copy includes interesting topics that encourage the reader to continue reading.
- A consistent style of writing is used throughout the section.
- All copy is appropriately edited and there are few, if any, proofing errors.

HEADLINES

- Headlines are written in present tense.
- Label headlines are avoided.
- Headlines are clever, appropriate, interesting and accurate.
- Primary and secondary headlines work together effectively.
- The headline style is consistent throughout the section.
- Headlines are feature-oriented instead of being news-oriented.

Section B Commendations and Recommendations:

OVERALL SCORE FOR SPORTS

0 20 50 75 100

Needs improvement Average/Good Very Good Excellent

Judges: The numbers above are just markers. You may give any number of points up to 100.

PEOPLE: SECTION A

PEOPLE

- Portraits are designed in rectangular modular grids.
- The staff has avoided clip art or other fillers for students not pictured.
- The people section is attractive and accurate.
- Individual portraits are appropriately sized.
- Interesting features are integrated with the portrait panels to give readers a variety of designs.

IN SCHOOL

- The full spectrum of individual happenings within the school environment is included.
- Accomplishments earned as a class are covered.
- The staff has included class activities.
- Students from all aspects of the school are pictured in day-to-day activities of school life.

OUTSIDE SCHOOL

- Individual events outside of school are included in the coverage.
- The staff has made an attempt to avoid cliché stories.

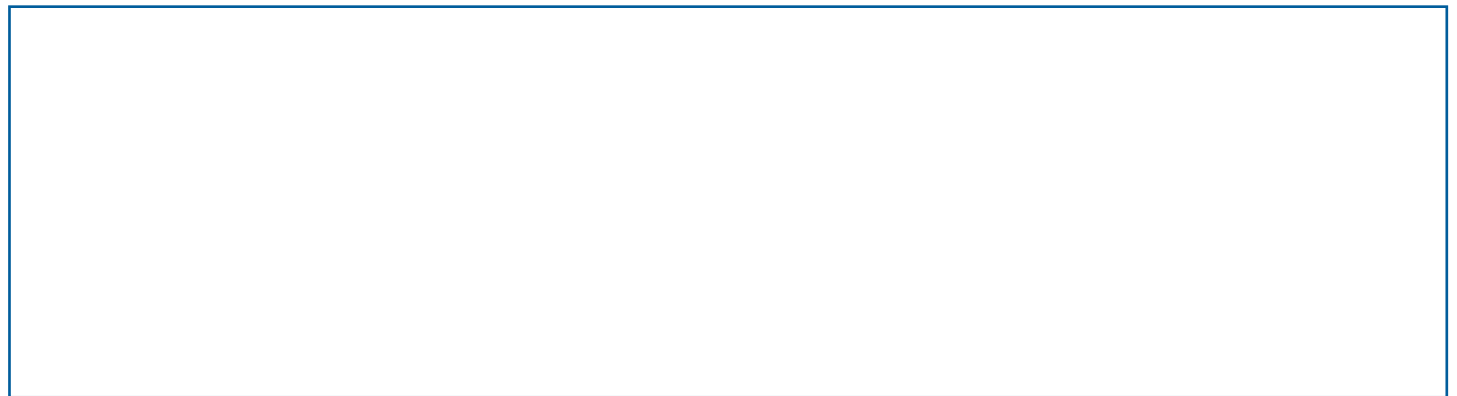
FACULTY

- The administration, faculty and staff portraits are included in this section since they do not belong in the academic section.
- All people in this section are identified by name and position.
- The staff has included feature stories such as teachers' hobbies or teachers who moonlight at other jobs during their off hours.
- Faculty features are timely and unique.

NAMES

- The names of students are placed to the outside of the portraits.
- If senior honors are included, they are listed to the outside of the portraits along with student's name, or appear in a separate senior index or directory.
- Has the use of italic type on names been avoided since it can be more difficult to read than regular or bold-face type.
- First and last name combination is used as it should be.

Section A Commendations and Recommendations:



PEOPLE: SECTION B

COVERAGE

- Coverage is enlivened with strong action photographs and creative graphics.
- An attempt has been made to include as many different people as possible within this section and within the book.

GENERAL DESIGN

- Each spread has a dominant element that serves as a focal point.
- Facing pages are designed as spreads with consistent inner and outer margins.
- The section's design is distinctive from other sections of the book.
- Design elements within the section assist in visually combining the design of the entire book.
- A variety of photographic shapes and sizes been used effectively on all spreads throughout the section.

TYPOGRAPHY

- The typography is modern and effective for the overall design of the book.
- The typography used enhances the look of each spread.
- Distracting typography has been avoided.
- The staff has selected readable and modern typefaces for secondary coverage.
- Type choices are appropriate and work well together on each spread.

GRAPHICS

- Graphics are used effectively.
- Graphics do not take away from the readability of a spread.
- Graphics are consistent within the section.
- Theme/concept-related graphic elements are used.
- Graphics are used to supplement the words and photographs.

COPY

- Feature leads are concise, well-written and free from label openers.
- The copy is written in feature style.
- Meaningful student quotes are used throughout the copy.
- Copy includes interesting topics that encourage the reader to continue reading.
- A consistent style of writing is used throughout the section.
- All copy is appropriately edited and there are few, if any, proofing errors.

HEADLINES

- Headlines are written in present tense.
- Label headlines are avoided.
- Headlines are clever, appropriate, interesting and accurate.
- Primary and secondary headlines work together effectively.
- The headline style is consistent throughout the section.
- Headlines are feature-oriented instead of being news-oriented.

Section B Commendations and Recommendations:

OVERALL SCORE FOR PEOPLE

0 20 50 75 100

Needs improvement Average/Good Very Good Excellent

Judges: The numbers above are just markers. You may give any number of points up to 100.

CLUBS: SECTION A

IN SCHOOL

- Club events that take place within the school are covered.
- In-school parties, meetings and goodwill projects are included.
- If the club participates in any school-wide fund raising, the activity is covered.

OUTSIDE SCHOOL

- Club events that take place outside the school are covered.
- If the club participates in any community-wide fund raising, the activity is covered.
- Coverage shows the relationship of the club to student interests and activities.

ACTIVITIES

- Routine club events, such as meetings, are included, as well as special club events and activities.
- Club coverage goes beyond the obvious to show community/school contributions.
- Pertinent quotes from club members are used effectively, so readers understand the intent or purpose of an activity the club sponsors.
- Copy avoids listing the purpose or goals of the organization.

HONORS

- Organization awards, honors or accomplishments are highlighted, but the staff has avoided making them the entire focus.
- Honor listings are handled separately from features on the club.

SPONSORS

- The organization's sponsor or adviser is included in the coverage.
- Sponsors or advisers are included in club group photographs.
- The staff has used quotes from student officers or club members instead of excessively quoting the club's sponsor or adviser.

Section A Commendations and Recommendations:



CLUBS: SECTION B

COVERAGE

- All clubs are covered in the section.
- Coverage is enlivened with strong action photographs and creative graphics.
- An attempt has been made to include as many different people as possible within this section and within the book.

GENERAL DESIGN

- Each spread has a dominant element that serves as a focal point.
- Facing pages are designed as spreads with consistent inner and outer margins.
- The section's design is distinctive from other sections of the book.
- Design elements within the section assist in visually combining the design of the entire book.
- A variety of photographic shapes and sizes been used effectively on all spreads throughout the section.

TYPOGRAPHY

- The typography is modern and effective for the overall design of the book.
- The typography used enhances the look of each spread.
- Distracting typography is avoided.
- The staff has selected readable and modern typefaces for secondary coverage.
- Type choices are appropriate and work well together on each spread.

GRAPHICS

- Graphics are used effectively.
- Graphics do not take away from the readability of a spread.
- Graphics are consistent within the section.
- Theme/concept-related graphic elements are used.
- Graphics are used to supplement the words and photographs.

COPY

- Feature leads are concise, well-written and free from label openers.
- The copy is written in feature style.
- Meaningful student quotes are used throughout the copy.
- Copy includes interesting topics that encourage the reader to continue reading.

- A consistent style of writing is used throughout the section.
- All copy is appropriately edited and there are few, if any, proofing errors.

HEADLINES

- Headlines are written in present tense.
- Label headlines are avoided.
- Headlines are clever, appropriate, interesting and accurate.
- Primary and secondary headlines work together effectively.
- The headline style is consistent throughout the section.
- Headlines are feature-oriented instead of being news-oriented.

Section B Commendations and Recommendations:

OVERALL SCORE FOR CLUBS

0	20	50	75	100	
Needs improvement		Average/Good	Very Good	Excellent	

Judges: The numbers above are just markers. You may give any number of points up to 100.

STUDENT LIFE: SECTION A

IN-SCHOOL

- In-school activities are covered effectively.
- While some topics have to be included year after year, such as homecoming, prom and graduation, an attempt has been made to include topics that haven't been covered before.
- The staff attempted to cover yearly topics from a unique angle.
- Activities are written about using a feature angle since news angles are dated for yearbook coverage.

OUTSIDE SCHOOL

- Student activities outside the school are covered effectively and in an interesting way.
- The staff has avoided cliché feature stories.
- The coverage of student life spans a full year, not just the academic year.
- The staff uses student surveys to give quantified statistics about topics/events.

SOCIAL LIFE

- The student life section includes a perspective on the social life of students at the school.
- The staff has attempted to cover the social life of students in an interesting way.
- The section also includes a perspective of students' home life.
- An entertainment perspective is included to help date the year.
- Fads and fashions are covered in interesting ways.
- Local, state, regional and national events are covered from a local student perspective.

ACTIVITIES

- Student activities are covered effectively.
- The reader sees the activities students participate in outside of school, such as shopping, sports or work.
- The staff avoids cliché and overused feature topics.
- A variety of activities are included.
- Various segments of the student body are covered effectively and fairly.

Section A Commendations and Recommendations:



STUDENT LIFE: SECTION B

COVERAGE

- Coverage is student-centered.
- Coverage is enlivened with strong action photographs and creative graphics.
- An attempt is made to include as many different people as possible within this section and within the book.

GENERAL DESIGN

- Each spread has a dominant element that serves as a focal point.
- Facing pages are designed as spreads with consistent inner and outer margins.
- The section's design is distinctive from other sections of the book.
- Design elements within the section assist in visually combining the design of the entire book.
- A variety of photographic shapes and sizes been used effectively on all spreads throughout the section.

TYPOGRAPHY

- The typography is modern and effective for the overall design of the book.
- The typography used enhances the look of each spread.
- Distracting typography is avoided.
- The staff has selected readable and modern typefaces for secondary coverage.
- Type choices are appropriate and work well together on each spread.

GRAPHICS

- Graphics are used effectively.
- Graphics do not take away from the readability of a spread.
- Graphics are consistent within the section.
- Theme/concept-related graphic elements are used.
- Graphics are used to supplement the words and photographs.

COPY

- Faculty is included, but is not the focal point for coverage.
- Features on the interaction between students and the community appear in the section.
- Feature leads are concise, well-written and free from label openers.
- The copy is written in feature style.
- Meaningful student quotes are used throughout the copy.
- Copy includes interesting topics that encourage the reader to continue reading.
- A consistent style of writing is used throughout the section.
- All copy is appropriately edited and there are few, if any, proofing errors.

HEADLINES

- Headlines are written in present tense.
- Label headlines are avoided.
- Headlines are clever, appropriate, interesting and accurate.
- Primary and secondary headlines work together effectively.
- The headline style is consistent throughout the section.

- Headlines are feature-oriented instead of being news-oriented.

Section B Commendations and Recommendations:

OVERALL SCORE FOR STUDENT LIFE

0 20 50 75 100

Needs improvement Average/Good Very Good Excellent

Judges: The numbers above are just markers. You may give any number of points up to 100.

ADS/COMMUNITY: SECTION A (Optional)

STUDENT APPEAL

- This section been conceived for maximum student appeal.
- The ads emphasize services and products of interest to students.
- All photographs have complete captions, so students know who their peers are in the photographs.

PERSONAL ADS

- Personal ads are tasteful and appropriate.
- Personal ads fit well with the other ads in the section.
- Personal ads are appropriately designed.

INTERACTION

- This section illustrates the interaction between the school and community.
- This section shows areas of student involvement within the community.
- Candid photographs dominate visual coverage.

COMMUNITY

- Community personalities of special interest to students are included.
- The impact of the school and students on the community is highlighted.
- Places students frequent within the community are included.
- Parents active in school functions are effectively covered.
- Overall coverage of the community appears here alone or in conjunction with the community coverage in other places of the book.

PROFESSIONALISM

- Ads are displayed in a professional manner.
- Staff has avoided too many “business card” ads.
- Ads are appropriately designed.

Section A Commendations and Recommendations:

ADS/COMMUNITY: SECTION B

COVERAGE

- Coverage gives the reader a complete community overview.
- Coverage includes business, social and entertainment perspectives.
- Coverage is enlivened with strong action photographs and creative graphics.
- An attempt has been made to include as many different people as possible within this section and within the book.

GENERAL DESIGN

- Each spread has a dominant element that serves as a focal point.
- Facing pages are designed as spreads with consistent inner and outer margins.
- The section's design is distinctive from other sections of the book.
- Design elements within the section assist in visually combining the design of the entire book.
- Business logos are incorporated in the ads appropriately.

TYPOGRAPHY

- The typography is modern and effective for the overall design of the book.
- The typography used enhances the look of each spread.
- Distracting typography is avoided.
- The staff has selected readable and modern typefaces for secondary coverage.
- Type choices are appropriate and work well together on each spread.

GRAPHICS

- Graphics are used effectively.
- Graphics do not take away from the readability of a spread.
- Graphics are consistent within the section.
- Theme/concept-related graphic elements are used.
- Graphics are used to supplement the words and photographs.

COPY

- Features on the interaction between students and the community appear in the section.
- Feature leads are concise, well-written and free from label openers.
- The copy is written in feature style.
- Meaningful student quotes are used throughout the copy.
- Copy includes interesting topics that encourage the reader to continue reading.
- A consistent style of writing is used throughout the section.
- All copy is appropriately edited and there are few, if any, proofing errors.

HEADLINES

- Headlines are written in present tense.
- Label headlines are avoided.
- Headlines are clever, appropriate, interesting and accurate.
- Primary and secondary headlines work together effectively.
- The headline style is consistent throughout the section.
- Headlines are feature-oriented instead of being news-oriented.

Section B Commendations and Recommendations:

GENERAL COMMENTS FOR COVERAGE

PART III - WRITING

WRITING:SECTION A

Stories

- leads are dynamic and concise, grabbing readers' attention and pulling them into the story
- quotes are anecdotal; they're "feeling" rather than "fact" quotes
- source names are carefully proofread to avoid spelling errors
- consistent style is followed, and stories are carefully edited for spelling and grammatical mistakes
- paragraphs are short to enhance readability
- topics are not mundane and overused, and coverage shows, and doesn't merely tell
- stories include answers to all key questions (who, where, why, what, when, and how), but even more importantly answer "So what?"
- stories feature quotes from all different kinds of students
- copy is written in past tense
- stories feature unique angles to necessary topics such as homecoming, dramatic productions, and team and club coverage
- students are identified by first name, last name, and grade, and faculty and administrators are identified by first and last name, and subject taught (English teacher Tom Jones); sources are identified by last name only on second reference

Section A Commendations and Recommendations:

WRITING: SECTION B

Captions

- captions are usually more than one sentence, and should be written in present tense when describing the photo specifically, and in past tense in subsequent sentences providing valuable supplementary or background information to the photo
- captions do not merely state the obvious (John Smith catches the football), but instead tell about what isn't in the photo, such as details about the environment in which the photo was shot, the outcome of the event in the photo, background information leading up to the picture, or anything else that adds to the story of the photo
- captions identify every recognizable person in the photo except when impractical; usually six or fewer people in a photo need to all be identified by first and last names, and by grade
- group captions are consistent in their designation of the location of a student (Front Row, Back Row, etc.)
- captions attempt to answer who, what, where, when, why, how, and so what
- gag captions are not appropriate
- photos include a complete caption with rare exceptions
- names are very carefully checked for proper spelling and accuracy
- Identify captions (naming the subject near or on top of a photo) should be in a readable font and size, providing first and last name as well as grade of the student or title of teacher

Section B Commendations and Recommendations:

WRITING SECTION C

Headlines

- headlines are clear summaries of the content and angle of the stories to which they refer
- headlines are carefully proofread to avoid unclear language, misspellings and grammatical errors
- all headlines have a subject and a verb, whether by themselves or in conjunction with a secondary head or readout, and are active rather than passive
- headlines are written in present tense

- language is dynamic so that headlines grab reader attention
- headline style is consistent regarding which words are capitalized

Section C Commendations and Recommendations

SCORE FOR WRITING

0	100	150	175	200	<div style="border: 1px solid black; width: 100px; height: 40px; display: inline-block;"></div>
Needs improvement		Average/Good	Very Good	Excellent	

Judges: The numbers above are just markers. You may give any number of points up to 200.

GENERAL COMMENTS FOR WRITING

PART IV PHOTOGRAPHY

PHOTOGRAPHY

- Photographs with strong composition are used as dominant elements on a spread.
- Photographs are cropped to show the most important elements.
- The number of posed photographs is limited.
- Photographs are in sharp focus, not pixilated and are free from distortion or other imperfections.
- No photos are unethically manipulated (ex. Photoshop treatment that changes content of photo).
- Group photos generally are cropped at the waist of the front row.
- Photographs are in sharp focus, not pixilated and are free from distortion or other imperfections.

CAPTIONS

- Every photograph has an in-depth caption that fully identifies each person (first and last name).
- Captions go beyond telling the reader what the eye can see.
- In Sports section, captions tell the outcome of the event pictured, but do not repeat the scoreboard.
- Creative lead-ins draw the reader into captions
- The caption style is consistent throughout the section.

Commendations and Recommendations:

SCORE FOR PHOTOGRAPHY

0 100 150 175 200

Needs improvement Average/Good Very Good Excellent

Judges: The numbers above are just markers. You may give any number of points up to 200.

GENERAL COMMENTS FOR PHOTOGRAPHY

FINAL RATINGS

SECTION	RATING
READER ASSISTANCE	_____ /200
COVERAGE	
ACADEMICS	_____ /100
SPORTS	_____ /100
PEOPLE	_____ /100
CLUBS	_____ /100
STUDENT LIFE	_____ /100
WRITING	_____ /200
PHOTOGRAPHY	_____ /200
TOTAL	_____ /1100

***Judges will not score section for advertising/community as not all publications will include this section. Please give general comments for this section if included.*

CORNHUSKER (950-1100)
SUPERIOR (800-949)
DISTINCTION (650-799)
MERIT (400-649)

OVERALL RATING:

_____ Cornhusker

This is NHSPA's highest evaluation rating. Yearbooks receiving this rating demonstrate excellence in all areas of scholastic journalism production. These yearbooks effectively integrate writing, design and photography/art to give readers an excellent record of the year.

_____ Superior

Yearbooks receiving this rating demonstrate excellence in most areas of scholastic journalism production. While they consistently integrate writing, design and photography/art into the yearbook, they are lacking in at least one area of overall execution.

_____ Distinction

Yearbooks receiving this rating demonstrate a basic understanding of general scholastic journalism standards.

These yearbooks consistently integrate writing, design and photography/art into their publication, but they are lacking in at least two areas of overall execution that makes for a Superior publication.

_____ Merit

Yearbooks receiving this rating demonstrate meet some general journalistic standards but lack necessary depth in writing, and excellence in design or photography/art.

* If a publication receives no official rating, the judge will provide specific recommendations along with a detail evaluation.

Golden Kernel Award

Judges will award one or two Golden Kernel Awards to a staff for any special strength they see in any one or two bulleted items of the evaluation

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ADDITIONAL EVALUATION COMMENTS:

Name of School: _____

School Size/Number of Students: _____