

Assessment for Introductory work: Capturing a Sentiment; Notecards with a Universal Message

Introductory Activities	Below	Meets			Exceeds
Categories	2 - 3	3.5	4	4.5	5
1. 2. Read and fill out handout prior to discussion	Off task, Does not do the work. Does not read, fills in handout by copying others. Reads but does not write, Fills it in after the discussion	Reads quietly and seeks out the responses. Fills in the handout with a few key words			Highlights important verses, phrases, Insightful answers to questions on handout. Enough information written on handout to enable student to defend opinions.
3. Think-Write-Pair-Share (T-W-P-S)	Off task completely or Off task part of the time, Does not discuss- only listens to partner	Discusses with partner, both share what they have written			After sharing what they wrote they discuss ideas, then prepare notes to share with whole group
4. Whole group charting 5. Nominal Group work	Off Task	Watches and listens but does not participate			Participates by adding ideas from discussion/handout to the group chart Participates by pointing out similarities or suggesting categories
6. Research on contemporary issues 7. Seek relevant quotes	Does not bring any contemporary issue to class Does not bring any quotes	Brings an article but doesn't explain it well (hasn't studied) or can explain the gist of the article (very general)			Can explain the geo-politics of the events and how they relate to the assignment

2= Lowest score per activity, no effort. 3 for minimal work/poor effort

3.5 used for students who are on the cusp between categories (spend time in both categories)

4= Does minimum, not very intellectually engaged.

4.5 used for students who are on the cusp between 4 & 5 categories (spend time in both categories)

5= Highly engaged in the activities (best for internalizing the concepts)

Add the score for each activity block on the left (total of 4) then divide by 4 to get score.

If a student is absent for one of the activities do not add a score for it but do not use it when dividing.

Re: If a student receives a "4" in every category but is not there for activities 4 & 5 they will have

3 scores of 4 = 12 divided by 3= a "4" or 80%

On a 5 point scale:

2 = 40 % F

2.5 = 50 % F

3 = 60% D

3.5 = 70% C

4 = 80% B

4.5 = 90% A

5 = 100% A

Note: It is important to engage with the class at every phase and make note of how students are doing, not only for the sake of assigning points, but more importantly, to guide students, help them understand the content and/or the process, and encourage them to stay engaged and participate. These exercises are meant to build the foundation for the artwork they create and are not merely "hoops to jump through" for a grade.

Visual Production	Below		Meets		Exceeds:
Categories	1 - 2 - 3	3.5	4	4.5	5
Ideation	No sketches or descriptions, no proposals, no plan concerning lighting, point of view or compositional considerations.	Student has a minimal proposal to discuss with the teacher prior to the photo shoot.		Student worked up many sketches and ideas and planned how to light and execute the shots. After discussion revisions were made.	
Artwork produced	Does not complete any artwork for the assignment. Or, Produces a few images that are hard to connect with the themes (appear to be done for other reason, other class, previous assignment and then turned in since nothing was prepared specifically for assignment)	Produces an image that is connected to the theme but has no relation to any sketches or prior planning. Produces one or two decent works that are directly related to the plans made in advance		Produces several works related directly to one or more quotes, poems, or passages. It is obvious that some was produced directly from the plans discussed in class and then was inspired to try new angles, lighting and composition because they got “into it” during the shoot.	
Composition	In-camera Poor, no attempt or very poor attempt to improve in Photoshop afterwards	Composition poor-to-fair but cropped in Photoshop very well.		Excellent composition in camera. ** Student may use multiple images and words combined into a composition.	
Exposure	In-Camera Poor, Did not consider how the light was falling on subject, did not meter correctly, critical subject out of focus	In camera fairly good but used Levels or Curves to adjust exposure. No blown out areas, no muddy areas.		Excellent Exposure. **Adjustments in PSD are artistic in nature such as layering various opacity/color and saturation to create a strong effect.	
Presentation	Not ready. Work scattered in folders. Stretched out of proportion on slides. Has nothing or little to say to explain the work and how it relates.	Ready to present images large on screen with the quote or poem intended to go with it.		Student presents initial idea, original images (best of) from the photo shoot, final adjusted image and the quote or passage. Presentation builds a strong case for the alignment of the image with the words.	

** Note: For this assignment, straight photography may be submitted, or the student may choose to use layers, text, collaging and other techniques to construct their artwork using images they have taken.

Add the points for the 5 Categories and divide by 5. None of these categories are exempt due to absences or “lost notebooks” or “lost flash drives.” Let students know in advance if late work will be accepted and how the grade will be impacted due to unexcused late work. Given time you may allow students to rework their images based on input from critique to improve outcomes and final grades.