Descriptive Coding Criteria for Tasks & Blog Post Reflection

'We not only learn from experiences; We learn from our reflection of those experiences.'

Weekly Blog Post Reflection with photos of tasks/pieces in progress or completed, goals for future, learnings from failure, moments of clarity, frustrations in building/ development, new discoveries, problem-solving solutions, evidence of artistic thinking process, conversations held with other artists...ultimately, learning!

CO Complete/100%	**Complete Task or Complete information for Blog** indicates artistic learning with solutions in creation and problem-solving ideation in work; has stated completion of work /mastery of skills; Articulates progression of learning, understanding, and skill development of processes/techniques; Posts complete evidence of growth and learning, collaboration and future work; Studio work/ reporting is evident through ***Blog 2 photos, 2 Reflection Questions***
PC Partially Complete/ 80%	**Partially Complete Task or Partially Complete information on Blog** indicates artistic learning as solutions in creation and problem-solving ideations; has stated completion of work, but questions still remain; Communicates a fair amount of growth toward learning, understanding, and skill development of processes/techniques; States a little evidence of growth, not always turning weaknesses to strengths, or states problems without seeking solutions; Most of the information shared is fully conveyed, but more details were needed; Studio work/ reporting is evident through ***Blog: 1 photo, 2 Reflection Questions***
RW Rework/ 50%	**Rework Task or Rework Blog (unsatisfactory)**; does not indicate artistic learning; Artist needs to rework this post to share solutions with more reasoning problem-solving ideations; Shows very little instances of growth, states problems/ no solution; No growth~only being compliant; Addresses no issues in work or process; Studio work/ reporting is below level of expectation; Artist needs to address missing information and overhaul post to reach and show the desired level of evidence for blog to be PA or CO. ***Blog: 1 Reflection question or 1 Photo***
MI Missing/ 0%	**Missing Task or Missing Blog**: Artist needs to provide completion of task or a proper weekly blog post. No evidence or Minimal evidence of learning has been stated; Provides too little evidence of learning to make a determination; Shows no growth/ Work is missing; Studio work/ reporting shows no evidence; a great deal of work/time is needed to reach the desired level of learning, understanding, skill development and evidence; ***Blog: No post, no photo***

Overview: A non-traditional grading approach. The desire is not only to provide a system that more accurately communicates achievement and progress but also to provide a system that empowers students to take greater ownership and responsibility for their learning. The details of the approach are outlined below.

Sapphire: Weekly Codes of work will replace previous weeks grading and coding will be used weekly to grade their blog posts; Progress report should contain unit works of art, the artistic thinking process to create authentic artwork and the maintenance of their e-portfolio progress. Progress will be presented: Weekly completion will be used to report on practice.
Coding scale. CO = Complete. PC = Partial. RW = Rework. MI = Missing

Marking Period Grades: Student Artists will defend their grade based on the evidence they have thus far encountered. Students will receive a reflection questions to answer to prepare for their Student Led Conference. Students will select information that will defend their position. Students will present their grade selections and evidence (see below) during the student-led conference with the educator. The students will cover 3 central ideas during the conference.

1. What evidence do you have that you have grown as an artist?

2. What evidence do you have that you achieved growth with the Studio Habits of Mind?

3. Presentation of their E-Portfolio-critique of their entire site with organization, composition, and content.

Final Exam is a Presentation: Student Artists will present their semester work/ e-portfolio as their final evaluation to their peers. They will categorize each unit from their portfolio into a google slide stating how and why it fits into the category. They will present this to their peers. They will be graded on information in the slide, presentation to the class and time

Evidence of Learning: The no grade approach relies heavily on evidence that student artists collect over the semester to demonstrate proficiency and growth as an artist. Artists will maintain an "evidence of learning" page in their e-portfolio that houses their works and their learning as an artist. Blog a weekly reflection of photos of tasks/pieces in progress or completed, goals for future, learnings from failure, moments of clarity, frustrations in building/development, new discoveries, problem-solving solutions, evidence of artistic thinking process, conversations held with other artists...ultimately, all learning! Every unit, artistic thinking process, peer critiques, Studio Habits of Mind, time management, classroom rapport, and follow through will be essential to their defense. This evidence will be necessary to defend their grade selection. However, this is not the only form of evidence that students may use to defend their selected grade. You must use content vocabulary, key artistic learning and Studio Habits of Mind throughout your conference, supporting it with concrete evidence from your work. Please feel free to ask for feedback at any point during the term if you want my opinion on your current status and how you can improve it.