Descriptive Coding Criteria for Reflection/Grades

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

CO Complete/100%	Communicates and/or Shows... High level of understanding of concepts/mastery of skills; Articulates progression of learning, understanding, and skill development; Exhibits understanding of skills/techniques; Shows frequent evidence of growth, turning weaknesses to strengths, problems into solutions; Studio work/ reporting evidence is well done with great effort to share and convey weekly progress; Articulates growth in portfolio/blog.
PA Partial/ 80%	Communicates and/or Shows... Moderate understanding that indicates a grasp of concepts and skills; Significant amount of growth toward learning, understanding, and skill development; Exhibits moderate understanding of skills/techniques; Shows fluctuating evidence of growth, not always turning weaknesses to strengths, or problems into solutions; Studio work/ reporting evidence is done with effort to share and convey weekly progress; Most of the information shared is fully or consistently met; may need more details; Studio work/ reporting effort and understanding is mostly evident; Room for improvement; Articulates a partial amount of growth in portfolio/ blog
RE Rework/ 50%	Communicates and/or Shows... Unsatisfactory amount of information that indicates acquisition of skills and concepts; Exhibits a need to rework areas to show learning; Less than half of the information is completed to fully understand; Shows a few instances of growth, with several weaknesses remaining unaddressed; Studio work/ reporting is far from the level of expectation; Requires a major overhaul to reach and show the desired level of growth in portfolio/ blog.
MI Missing/ 0%	Communicates and/or Shows... No satisfactory acquisition of skills and concepts; Less than half of the learning goals ;Provides too little evidence of learning to make a determination; Shows little or 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, and skill development

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 over their learning. The details of the approach are outlined below.

Sapphire: Weekly grading 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 creative 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. PA = Partial. RE = Rework. MI = Missing

Mid-term Grades: Midterm grades are a semi-formal progress report. Student Artists will defend their grade based on the evidence they has thus far encountered.

Final Grades: Students will select and defend a grade at midterm and for the final semester. Students will present their grade selections and evidence (see below) during an end-of-term conference with the educator. The students will answer two central questions 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?

Evidence: The grading approach relies heavily upon evidence that student artists collect over the term to demonstrate proficiency and growth. Students will maintain an "evidence portfolio" that houses their works of art and their learning as an artist. They will provide a weekly blog reflection of their ah-ha moments, their failures, their frustrations, their problem solving solutions, their thoughts, the implementation of their process...ultimately, their learning etc. Every unit artistic thinking packet, TAG peer reviews and Studio Habits of Mind will be essential. These documents will be the necessary formal evidence for students to defend their grade selection. However, this is not the only form of evidence that students may use to defend their selected grade. Defending your Grade. You must use phrasing from the Descriptive Grading Criteria throughout your letter, video, or 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.