

Name:

Fundamentals of Photography 1 \_ Portfolio Progress Assessment

Assignment Parameters	Exceeding	Proficient	Progressing	Insufficient Evidence
<b>Evidence / Artistic Concept</b> National Standard/Artistic Process Components: (1) Creating	<i>Advanced artistic choices are evident in the choice of subjects, interpretation and creation of the assignment.            All criteria were met and exceeded expectation throughout the process: concept, camera, negative to print.            No refinement is needed.</i>	<i>Artistic choices are evident in the technical interpretation of the assignment.            All criteria were met and images meet the minimum level of quality and subject matter to satisfy the assignment.            Some refinement is needed.</i>	<i>Artistic choices are not evident and do not satisfy assignment.            All criteria were not met and images do not meet the minimum level of quality and subject matter to satisfy the assignment.            Submitted work was incomplete and/or requires additional work.</i>	<i>Student did not provide any evidence of shooting the artistic concept, developing any film or producing any of the required work necessary to the assignment criteria.</i>
<b>Technique / Craftsmanship: Negative</b> National Standard/Artistic Process Components: (1) Creating (2) Presenting (3) Responding	<i>Excellent camera use, compositional sense and technical skill are illustrated in negative quality.            Exceeded expectation for the criteria of the shooting assignment: illustrated compositional understanding, use of elements and principals, and a sense of experimentation or risk.            Negatives were checked and illustrate proper development and camera use.</i>	<i>Effective camera use, compositional and technical skills are illustrated in negatives captured.            Met criteria of the shooting assignment: illustrated compositional understanding and use of elements and principals.            Negatives were checked and met minimal shooting requirements.</i>	<i>Technical skills illustrated did not meet criteria of the shooting assignment: compositional understanding and use of elements and principals.            Camera issues are evident.            Negatives were checked and did not meet minimal shooting requirements; additional shooting is required.</i>	<i>No negatives or contact sheets were provided to show evidence of understanding.</i>
<b>Technique / Craftsmanship: Print</b> National Standard/Artistic Process Components: (1) Creating (2) Presenting (3) Responding (4) Connecting	<i>Images illustrate an advanced understanding of composition and printing skills to create exciting final images.            Images are clear, illustrate a 3-dimensional sense of values to give illusion of depth, are framed effectively for the assignment with even boarders, spot-toned neat presentation and free of any chemical.            Contact sheets were submitted with images, final images identified and properly developed.</i>	<i>Images illustrate an understanding of composition and printing skills to create final images.            Most images are clear, illustrate a sense of values. Images are framed effectively for the assignment with even boarders, spot-toned neat presentation and free of any chemical.            Contact sheets were submitted with images.</i>	<i>Understanding of composition and printing skills is not evident in final images.            Some images are unclear and require additional attention, spot toning, framing changes or have chemical spots, reprinting is required.            Contact sheets were submitted with developmental issues.</i>	<i>Image shows little or no evidence of understanding.            Image does not contain compositional or technical requirements of the assignment, is out of focus, has chemical issues (discolored), or does not illustrate a clear focal point or message.            No contact sheets were submitted.</i>
<b>Community / Artistic Engagement</b> National Standard/Artistic Process Components: (2) Presenting (3) Responding (4) Connecting	<i>Student thoughtfully engaged in refining their artwork through personal self-assessment, peer conversations and one-on-one progress discussions with teacher.            Student challenged himself or herself continually through the artistic process.            Quality work is evident.</i>	<i>Student attempted to refine their artwork through personal self-assessment and/or peer conversations.            Student worked consistently through the artistic process.            Artistic growth is evident.</i>	<i>Student did not refine their artwork through self-assessment and/or peer conversations or through one-on progress discussions with teacher.            Student worked inconsistently.            Artistic growth is not evident.</i>	<i>Student did not participate in any conversations about his/her artwork to illustrate progress in the artistic process.            Student did not utilize provided studio/lab time in or out of class.</i>
<b>Effort / Work Ethic</b> National Standard/Artistic Process Components: (3) Responding (4) Connecting	<i>Student is on task from bell to bell - fully engaged in the requirements of the class: interpreting knowledge, analyzing and self-evaluating progress.            Student is a role model – cleaned up and assisted in the studio/lab spaces.            Student is an exceptional contributor to the learning community; helpful and respectful of others.</i>	<i>Student is on task and engaged in the requirements of the class most days.            Student cleans up his/her working area and will assist others when prompted.            Student contributes to the learning community and is respectful of others.</i>	<i>Student is not on task and engaged in the requirements of the class most days.            Student rarely cleans up his/her working area and frequently comes unprepared to class.            Student does not contribute to the learning community.</i>	<i>Student spends excessive amounts of time unprepared to work in the studio/lab, is not on task with class assignments, does not clean up working area, and negatively contributes to learning environment or is disrespectful.</i>