

# Multimedia Communications Freshman Exploratory Evaluation

## Competency In Technical Area – Skill Development

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| <b>4</b> | Demonstrates a strong ability to adapt to tools and technical procedures related to camera technique, Web Development, and The Adobe Creative Suite. Easily makes connections between new and previously learned skills. Has a strong ability to creatively showcase lessons learned from technical demonstrations, and apply those lessons learned to individual projects and original concepts. |
| <b>3</b> | Student has the ability to adapt to tools and technical procedures related to camera technique, Web Development, and The Adobe Creative Suite. Is able to make connections between new and previously learned skills. Has an ability to creatively showcase lessons learned from technical demonstrations, and apply those lessons learned to individual projects and original concepts.          |
| <b>2</b> | Student has a limited ability to adapt to tools and technical procedures related to camera technique, Web Development, and The Adobe Creative Suite. Is barely able to make connections between new and previously learned skills. Struggles to creatively showcase lessons learned from technical demonstrations, and apply those lessons learned to individual projects and original concepts.  |
| <b>1</b> | Student has a limited or no ability to adapt to tools and technical procedures related to camera technique, Web Development, and The Adobe Creative Suite. Is not able to make connections between new and previously learned skills. Does not creatively showcase lessons learned from technical demonstrations, and apply those lessons learned to individual projects and original concepts.   |

## Quality Of Work – Workmanship

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| <b>4</b> | Extremely creative, inventive, imaginative, and original. Student explores the creative process while learning to use the tools. Evidence of strong visual spacial and verbal linguistic skills throughout all assignments. There is proficiency and an innate ability in using The Principles Of Design with Photography, Web Design, Color, Graphics, and Animation. |
| <b>3</b> | There is clear evidence of creativity, originality and inventiveness. Student explores the creative process while learning to use the tools. Evidence of strong visual spacial and verbal skills throughout all assignments. There is proficiency in using The Principles Of Design with Photography, Web Design, Color, Graphics, and Animation.                      |
| <b>2</b> | Originality and inventiveness is barely evident or limited. Student barely explores creative techniques while learning to use the tools. There is limited use of The Principles Of Design with Photography, Web Design, Color, Graphics, and Animation.  |
| <b>1</b> | There is little or no evidence of original thought. Student did not explore creative techniques while learning to use the tools. There is no use of The Principles Of Design with Photography, Web Design, Color, Graphics, and Animation.   |

## Follows Technical Instructions – Employability

- 4 Given appropriate learning conditions, demonstrates ability to follow instructions 90-100% of the time producing results consistent with exemplar.
- 3 Given appropriate learning conditions, demonstrates ability to follow instructions 75-89% of the time producing results mostly consistent with the exemplar.
- 2 Given appropriate learning conditions, demonstrates ability to follow instructions 60-74% of the time producing results somewhat consistent with exemplar.
- 1 Given appropriate learning conditions, demonstrates ability to follow instructions less than 60 percent of the time producing results inconsistent with exemplar.

## Safety – Workplace Readiness

- 4 Follows program guidelines for safety apparel and equipment 90-100% of the time. Operates equipment safely. Is observed to makes a conscious effort to be safe at all times.
- 3 Follows program guidelines for safety apparel and equipment guidelines 75- 89% of the time. . Has been corrected for one instance of unsafe use of equipment. Is observed to makes a conscious effort to be safe at most of the time.
- 2 Follows program guidelines for safety apparel and equipment 60-74% of the time. Has been corrected for more than one instance of unsafe use of equipment. Has been observed to require reminders about safety procedures.
- 1 Follows program guidelines for safety apparel and equipment operations 60% of the time or less. Does not operate equipment safely, is generally unsafe and/or creates an unsafe environment.

## Shop Behavior – Professionalism and Employability

- 4 Takes a leadership role, contributes meaningfully and is observed to be respectful to peers, instructors. Punctual and present for all activities; always where assigned. Always wears required shop attire.
- 3 Observed to be respectful to peers, instructors. Dismissed or tardy one day; in assigned area most of the time. Usually wears required shop attire.
- 2 Observed to be respectful to peers, instructors. Dismissed or tardy two times; in assigned area some of the time. Missing required shop attire.
- 1 Does not demonstrate respect for peers, instructors. Dismissed or tardy three or more; rarely in assigned area. Does not wear required shop attire.

# Grade Calculation Procedures.

Students are to receive points in each category on the Exploratory Evaluation each day. The highest number of points a student can receive in each of the five categories is four (4). The teacher will score each student on each day in all five categories. The score will reflect how well the student performs based on the rubric listed for each category. At the end of each day the points in the five categories should be entered into the Daily Point field.

At the end of the cycle, each category is totaled, divided by the number of days then multiplied by ten (10). The average is then entered into the weekly average field.

## **Student Absence during an Exploratory Cycle:**

In the case of a student absence, as stated previously, the divisor used will be the number of days in that cycle. Therefore if a student is absent one day out of a five day cycle the highest grade they could attain would be a 160. Students who miss time during an exploratory cycle will receive a 0 grade for the days they are absent. Students are highly encouraged to make up the time/work missed and they are responsible for seeking out the vocational teacher to arrange for makeup work before the end of the following academic cycle. The teacher shall be responsible for grading and submitting a grade change form to the Office of Student Life prior to the end of the grading cycle (term or end of last Exploratory Cycle).

Grading is based upon the first five days of an extended cycle.

*Please note:*

Weekly average for each category is determined by adding daily scores and dividing by the number of days in that cycle.

