

Assessment and Providing Student Feedback
February 20, 2009
C Building, Living Room

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Associate Professor, Chair
Communication Design

Grading Studio Work!

- Understand student views and anxieties about grades.
- Set up criteria for each assignment, repeat criteria often, *don't* waiver.
- The final solution/project is subjective. Assignments should stress process and professionalism.
- Break assignment into chunks.
- Relate this week's lesson to last week's class, another class or the overall curriculum.
- To show or not show previous work...
- Assessment – Is the student understanding the concept of the assignment?
- Include discussion, critique, presentations, papers, and progress in assessment.
- It is fair to tell them if they are doing “typical student solutions” or something in bad taste.
- Grading- is that your final answer?
It's not easy; grading criteria should reflect the assignment; always explain grades; be consistent; tell them how to improve.
- Keep accurate records.
- Speak to your chair or mentor if you have questions.

COMMUNICATION DESIGN / EVALUATION OF STUDENT'S PERFORMANCE

Date
Student Name
Assignment

CD / EVAL OF STUDENT'S PERFORMANCE

	Exceeded Criteria	Met Criteria	Approached Criteria	Did Not Meet Criteria
Concept	Solutions are outstanding, distinctive and unexpected. Projects exhibit the process of creative thinking and the development of an individual style. Solutions exceed that of a graduating AAS student.	Original and creative concept that fulfills parameters of assignment.	Basic understanding of assignment; offers common solution.	Limited understanding of assignment is apparent.
Design Composition	Strong, unexpected choice of images, and exciting composition that attracts the viewer and presents the information in a coherent way. Attention to detail exceeds that of a graduating AAS student.	All design elements support the hierarchy and overall composition.	Basic understanding and application of a hierarchy as part of visual communication.	Limited understanding of hierarchy as part of visual communication.
Design Development	Students completes all phases of assignment, and goes beyond what is asked for, pushing the limits of the assignment.	Student completes all phases of assignment demonstrating an understanding of the assignment.	Student completes some phases of the assignment.	Student completes few phases of the assignment.
Typography	Unexpected and original type choices and design. Attention to detail exceeds that of a graduating AAS student.	Type choice and design support the overall concept; all elements relate to each other.	Type choice was given consideration, however does not relate to other elements within the design concept.	Text appears word-processed.
Color	Color choice supports overall concept; and creates visual impact beyond the level of graduating AAS student.	Color choice supports overall concept; shows understanding of color theory.	Color choices were made, however there is only a limited understanding of the impact of color on design.	Limited color choices are apparent.
Research	Research is excellent. Sources are unique and unexpected.	Research is adequate. Sources are standard.	Limited research is apparent	Research is below college level.
Technical Skill	Execution is flawless.	Execution is of good quality	Execution needs improvement.	Execution is sloppy, unprofessional.
Professionalism	Student is an asset to discussions. Comments demonstrate understanding of topic, beyond that presented in class. Student encourages classmates to speak.	Student is active in discussions. Student is always organized and prepared for critiques or in-class work.	Student speaks little in discussions and critiques.	Student rarely speaks in class.
	Attendance is 100%. Work is always on time.	Attendance is 90%. Work is always on time.	Attendance is 75%. Work is sometimes late.	Attendance is less than 75%. Work is often late.

Date
Student Name

Assignment

	EXC	MET	APP	DNM
Concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final Grade

D. David, K. Parker, F. Scholz 2005

Final Grade
Notes