

# Grading and School of Art Policy

## **Criteria**

Grades are the result of three major areas of evaluation: process, realization, and professionalism. These categories are further broken down and defined for evaluation as follows:

### ***Process:***

- Research, Are the research methods used by the students effectively chosen and implemented to arrive at successful solutions in design problems, and do they cover all aspects of the problem, including historical background and functional concerns?
- Exploration, Is the problem exploration both convergent and divergent, has the student exceeded personal taste barriers and expectations in their process?
- Concept, Are concepts inventive and appropriate, and do they satisfy the objectives of a stated visual problem?

### ***Realization:***

- Visual organization, Are all syntactic concerns, such as form, composition, and visual hierarchy, clearly and effectively articulated?
- Communication, Does the solution to the problem present an appropriate message, and does the form of the message resonate with the intended audience?
- Color, Does the application of color support the message, satisfy aesthetic and emotive concerns? Does the use of color show evidence of an understanding of color theory?
- Craft, Does the project reflect the appropriate use of tools, techniques and knowledge of the tools used to create all parts of the project and is it presented in a professional and prepared manner?

### ***Professionalism:***

- Attendance, Was the student in class and punctual?
- Attitude, Was the student's demeanor professional?
- Verbal articulation, Was the student able to critically address his or her work orally and respond to concepts discussed in class or in assigned readings?
- Written articulation, Was the student able to write critically about graphic design and write about concepts discussed in class.
- Participation, Did the student actively engage in a community of learning through contributions in critiques, discussions and projects?

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## Grades

### *A*

The student's work reflects outstanding achievement both in quantity and quality. The work pursues concepts, techniques above and beyond the problem. The student displays exceptional attitude in critique participation, response to criticism, and professional conduct. The student's ability to communicate and execute ideas exhibits outstanding achievement. The student adheres to attendance policy.

### *B*

The student's work reflects above-average achievement both in quantity and quality. Student pursues ideas and suggestions presented in class and goes to extra effort to resolve required problems. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. The student's ability to communicate and execute ideas exhibits above-average achievement. The student adheres to attendance policy.

### *C*

The student's must reflects an acceptable achievement both in quantity and quality, and all work is completed as assigned. The student displays a positive attitude in critique participation, response to criticism and professional conduct. The student exhibits an acceptable level of ability in communication and execution of ideas and has an acceptable pattern of attendance.

### *D*

The student's achievement is below average in quality and/or quantity. The student's response to criticism, professional conduct, and participation in critique is below acceptable standards or reflects an indifferent attitude. The student's work reflects an inability to satisfactorily communicate and execute ideas. The student's pattern of attendance may be unsatisfactory.

### *F*

The student's work and attitude reflect an unsatisfactory level of achievement both in quantity and quality. The student exhibits an unsatisfactory ability to, communicate and execute ideas and a pattern of low productivity. The student's attendance record may be unacceptable. The student's lack of participation in critiques, poor response to criticism, and inappropriate professional conduct results in a failing grade.

## Grading Scale

<b>A</b>	<b>94-100</b>	<b>Excel</b>
<b>A-</b>	<b>90-93</b>	] <b>Above Average</b>
<b>B+</b>	<b>87-89</b>	
<b>B</b>	<b>84-86</b>	
<b>B-</b>	<b>80-83</b>	] <b>Average</b>
<b>C+</b>	<b>77-79</b>	
<b>C</b>	<b>74-76</b>	
<b>C-</b>	<b>70-73</b>	] <b>Below Average</b>
<b>D+</b>	<b>67-69</b>	
<b>D</b>	<b>64-66</b>	
<b>D-</b>	<b>60-63</b>	
<b>F</b>	<b>00-59</b>	] <b>Failing</b>

