

Assessing Progress

Context

This self-assessment log, intended for Photography module students, outlines clear criteria for self-evaluation, promoting ownership of their learning journey by enabling them to gauge their progress at various stages of the module.

Rationale

As students progress to higher education, fostering independence through self-assessment promotes a growth mindset. Clear, accessible criteria help students pinpoint areas for improvement.

Benefits for learners

Enhanced Learning: Self-assessment encourages deeper understanding and retention of material.

Better Goal Setting: Students can set more realistic and achievable goals based on their self-assessment.

Development of Critical Thinking: Self-assessment fosters critical thinking and reflective skills as students evaluate their own work.

Enhanced Feedback: Students can provide themselves with immediate feedback, which can be more timely than teacher feedback.

Greater Responsibility: Ultimately, these strategies empower students to become more autonomous, motivated, and engaged learners, better prepared for the complexities of their future careers.

Benefits for educators

This practice aligns with the principles of formative assessment and can be a time-efficient way of supporting students without the need for extensive individual feedback. It provides insight into student understanding and helps identify where additional support is needed.

Tips

Clear criteria: Break criteria down into clear and simple points to help them understand the standards they are aiming for. Keep this consistent throughout the course to ensure the key aims of the module are achieved.

Goal Setting: Encourage students to set specific, measurable goals for their learning based on the outcomes of their self-assessments.

Visual Aids: Use visual aids like charts or graphs to help students track their progress over, making self-assessment more tangible and motivating.



Best Practice Showcase

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Assessing Progress Checklists

AO1 Develop ideas through investigations informed by contextual sources demonstrating critical & analytical understanding

Develop – Show progress; don't stay with one idea or photographer

Investigations – To research; discover facts about; study; explore; inspect

Contextual sources – Your research of artists, designers or photographers, as well as cultural objects and artefacts

Critical understanding – To look closely at how photographers communicate their ideas, feelings and beliefs. To show that you are aware of how photography relates to time, place, society and culture in which it was produced

Assessment Objective 1 is about developing ideas. You must analyse photographers work and develop your own ideas in a personal way

Checklist

I have researched a wide range of photographers

I have developed a sub-theme

I have analysed and compared photographers

There is a clear link between my research and my own work, which I have explained

I have experimented with the techniques that the photographers I've researched have used

I have experimented with light and how the photographers I've researched manipulate and use it



Project 1	Project 2	Project 3

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media and processes.

Refine – Make minor changes to your work; to improve

Exploring ideas – To investigate what has interested you in your research

Selecting appropriate media – To choose materials that link to your research

Experimenting with appropriate media – To try new techniques that link to your research

Techniques – a particular method

Appropriate – Suitable; fitting; apt

Assessment Objective 2 is about making improvements to your work by experimenting with different media, materials, techniques and processes

Checklist

I have used a wide range of media, processes and techniques

I have made it clear how and why I have selected and used certain techniques and working methods

I have taken risks, experimenting with pre and post-production techniques

I have taken risks, using both film and digital technology

I have used the Scamper strategy to refine my ideas

I have described my next steps



Project 1	Project 2	Project 3

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

Record – Make a record; track; evidence; by writing, drawing, painting, photographing, modelling

Relevant observations – Closely connected, appropriate, to what you have seen or heard in your research

Relevant insights – Closely connected, appropriate, to what you have found out or understand from your research

Intentions – Your aim or plan

As your ideas progress – Develop your work towards a personal response

Assessment Objective 3 is about recording your ideas visually, working from a range of experiences. Each of these will help you develop your ideas.

Checklist

☐ I have completed a mindmap

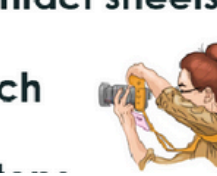
☐ I have drawn plans and completed planning and intent sheets

☐ I have completed a camera log for each photoshoot

☐ I have recorded the visual elements, focus, light, line, repetition, shape, tone, space etc.

☐ I have annotated contact sheets

☐ I have evaluated each photoshoot and



Project 1	Project 2	Project 3