

**NAME:** \_\_\_\_\_

excused absences:

unexcused absences:

lates:

<b>Point Translation to Grade</b> A 90-100 points B 80-89 points C 70-79 points D 60-69 points F 59-below points			
<b>Total Possible Points</b>		<b>Graded Assignments</b>	<b>Student's Points</b>
Samples (points attributed throughout the semester)	20 points	Samples	
Final Weaving	20 points	Final Weaving	
What Matters? Banner	20 points	What Matters? Banner	
Final Project	20 points	Final Project	
Pinterest, Discussions, Participation, Attendance, Attitude (feedback given with every project but points attributed at the end of the semester)	20 points	Pinterest, Discussions, Participation, Attendance, Attitude	
<b>Total Possible Points:</b>	<b>100 points</b>	<b>Total Points</b>	
		<b>Final Grade</b>	

Sample	points	P/F	Sample	points	P/F	Sample	points	P/F
weaving	5		MS tension	0.5		MS flat bottom pouch	1	
spinning	0.5		MS circular labyrinth	0.5		MS square cushion	1	
hand sewing	0.5		MS square labyrinth	0.5		MS dart 1 and 2	0.5	
embroidery	1		MS letter	0.5		MS piece and sew curves (flat)	0.5	
acid dye	1		MS fancy seams	1		MS sewing opposing curves (3-d)	0.5	
resist dye	1		MS heart	0.5		Patchwork quilt letter	1	
zipper pouch	2.5		felt	0.5		<b>TOTAL POINTS</b>	<b>/20</b>	

	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b>Process</b>	breadth and depth of ideas generated and explored is extensive; evidence of steady progress shown through sketches, models, notes etc. is clear and consistent; ideas are thoroughly evaluated and clearly used to inform steps taken in development and refinement stages	the required amount of ideas are generated and are moderately varied, some sporadic evidence of progress is shown through sketches, models, notes etc.; ideas are evaluated and connected loosely to the development and refinement stages of projects	a few ideas are often generated; little evidence of progress is shown through sketches, models, notes, etc., ideas appear to be occasionally evaluated; loose connections of process work to the development and refinement of ideas is seldom visible	a single idea is typically generated; evidence of any progress is difficult to find; few sketches, models, notes etc. have been made; evaluation of ideas isn't evident; connection of process work to the development and refinement of ideas is unclear
<b>Work</b>	consistently high-quality work is generated that takes an unconventional, yet appropriate approach to problem solving; craftsmanship is stellar; ideas are communicated clearly in visual and verbal forms, understanding of key course concepts is illustrated in work	good-quality work is created that appropriately addresses the requirements of projects; no significant problem areas are visible; craftsmanship is very good; visual and verbal communication of ideas is understandable; understanding of most concepts is illustrated in work	the minimal amount of work is generated and is of fair-quality; work addresses some of the requirements of projects; craftsmanship is good; visual and verbal communication of ideas is difficult to understand; basic grasp of some course concepts is illustrated in work	poor-quality work is repeatedly generated that addresses few of the requirements of projects; craftsmanship is poor; ideas communicated using visual and verbal forms are incoherent; grasp of key concepts isn't evident in work
<b>Participation</b>	articulation of ideas is clear; constructive criticism is often given; appropriate and valuable contributions to critiques and discussions are frequently provided; attention to class activities is consistently strong	articulation of ideas is often clear; constructive criticism is occasionally given; contributions to critiques and discussions are sometimes provided; attention to class activities is fairly consistent and good	articulation of ideas is often unclear; constructive criticism is seldom given; contributions to critiques and discussions are occasionally provided; attention to class activities is sporadic	articulation of ideas is usually unclear; constructive criticism is typically not given; contributions to critiques and discussions are rarely provided; attention to class activities is poor
<b>Attitude</b>	classes aren't missed and attendance is prompt; all assignments are completed on time; attitude is consistently positive; commitment to class, instructors, peers, and professional development is always exhibited	classes are seldom missed and attendance is usually prompt; most assignments are completed on time; attitude is usually positive; commitment to class, instructors, peers and professional development is often exhibited	classes are occasionally missed and there are few lapses in promptness; some assignments are completed on time; attitude is sometimes negative; occasional lack of commitment to class, instructors, peers and professional development is exhibited	classes are frequently missed and attendance is repeatedly tardy; few assignments are completed on time according to project requirements; attitude is often negative; lack of a commitment to class, instructors, peers, and professional development is exhibited