URBANDALE
COMMUNITY SCHOOL DISTRICT

Photography

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling "why" and "what" within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

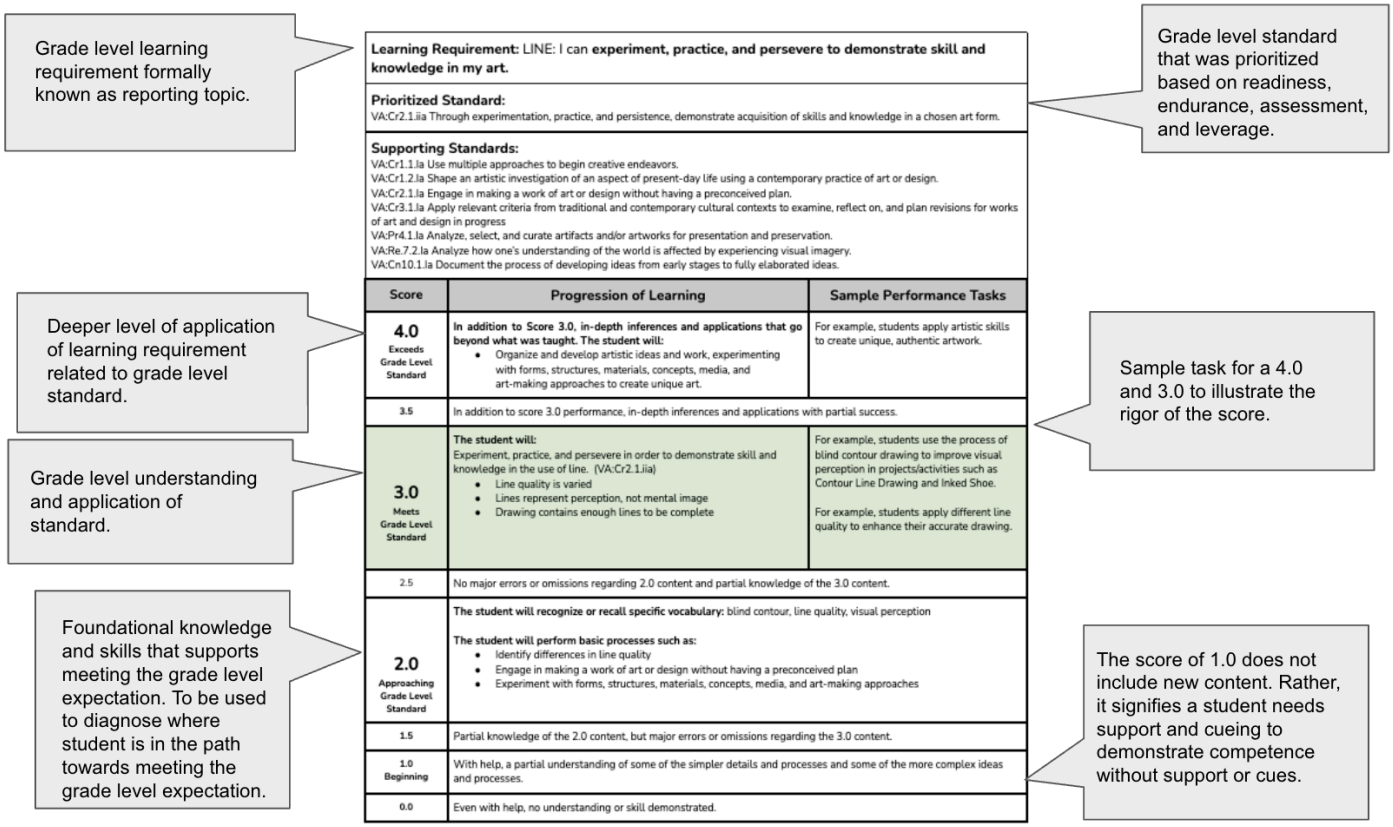
Grading for Learning Implementation Expectations

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Practice	1.0	I can generate and conceptualize artistic ideas and work.	3.0
Project A	2.0		
Observational Data	3.0		
Project B	3.0		

The Anatomy of the Proficiency Scale



Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Photography Learning Requirements & Proficiency Scales

Unit	Learning Requirements
All units	**I can operate and use a basic DSLR camera (Parts and Operation).**
All units	**I can apply good metering techniques when photographing.**
All units	**I can apply compositional elements and techniques.**
All units	**I can apply basic lighting techniques.**
All units	**I can apply Photoshop editing and enhancements.**
All units	**I can apply digital file organization and backup.**
All units	**I can apply troubleshooting in photography.**
All units	**I can participate in a productive studio environment.**

Learning Requirement: I can **operate and use a Basic DSLR digital camera**

Prioritized Standard:
DMACC Art 186.1: Operate and use the basic DSLR digital camera.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Operate and use a manual mode camera.	For example, a student does their own research on advanced techniques in relation to manual mode photography and applies the knowledge to a series of photos.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Operate and use the basic DSLR digital camera.	For example, students can demonstrate knowledge of how to change camera settings in manual mode and practice using the settings to get different exposures in their photos.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** Aperture, ISO **The student will perform basic processes such as:** ● Show the basic parts of the digital DSLR camera. ● Identify basic types of digital SLR cameras. ● Discuss functions of adjustable digital SLR cameras. ● List shutter settings on standard digital SLR cameras. ● Describe all F/stops found on adjustable digital SLR cameras. ● Determine the differences between a wide-angle, normal and telephoto lenses.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **apply good metering techniques when photographing**.

Prioritized Standard:

DMACC Art 186.2: Use good metering techniques when photographing
DMACC Art 186.3: Apply various types of ISO speeds for the correct job application
DMACC Art 186.6 Critique understanding of Aperture Priority and Shutter Priority Modes
DMACC Art 186.7: Use the camera controls to take a photograph in the manual mode.
DMACC Art 186.8: Identify the basic difference between lenses.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Apply metering techniques intentionally to manipulate exposure.	For example, utilize exposure knowledge to manipulate the exposure to show a certain mood or message (high key, low key) in a purposeful way.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Use good metering techniques when photographing, including: ● Apply various types of ISO speeds for the correct job application ● Critique understanding of Aperture Priority and Shutter Priority Modes ● Use the camera controls to take a photograph in manual mode. ● Identify the basic difference between lenses.	For example, synthesize or manipulate the exposure triangle to achieve proper exposure in a photo.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** metering, exposure, ISO speed, Aperture, shutter speed, refraction, focal point **The student will perform basic processes such as:** ● Define the term “aperture” and write out the standard scale of aperture settings. ● Describe what a “stop” is as a measure of exposure. ● Describe the differences between “underexposure” and “overexposure.” ● Define what is meant by “TTL metering.” ● Describe the differences in metering patterns between averaging, restricted angle and spot meters. ● Demonstrate how an incident light meter and a reflected light meter are used to ● determine exposure. ● Define the term “bracketing” and how it helps insure an optimum exposure. ● List the various ISO speed settings and how they make your camera more or less light sensitive. ● Describe the difference between ISO speeds and noise. ● Define how one would use the various speed settings on your digital camera in different situations. ● Demonstrate the use of ISO on a light meter and on a digital DSLR camera. ● List how one should select the best speed for portraits, high-resolution pictures, low-light level shots and all-around picture taking. ● Demonstrate the procedure for taking a photograph in shutter priority mode. ● Explain the reason for taking an image in aperture priority mode. ● Identify different uses for aperture priority and shutter priority modes. ● Explain and demonstrate a how to set the camera to manual mode ● Demonstrate how to expose an image in the manual mode. ● Explain the advantages of using the camera in the manual mode. ● Describe what a long focal length lens would be used for. ● Explain and demonstrate the use of a short focal length lens. ● Identify what a normal focal length lens would be used for.	

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **apply compositional elements and techniques.**

Prioritized Standard:

DMACC Art 186.9: Critique the principles of art, design and composition.
VA:Cr1.2.iia Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr1.1.iia Individually or collaboratively formulate new creative problems based on the student's existing artwork.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Generate and conceptualize composition techniques based on research and experimentation in photography, applying compositional elements and techniques.	For example, students show an advanced knowledge of elements, principles, and composition techniques by researching and creating a series of photographs and critiquing the success of each element, principle or composition on that photo.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Apply the principles of art, design, and composition to photography, then generate and conceptualize artistic ideas in photograph images, intentionally utilizing various techniques.	For example, students will show different elements, principles, and compositional techniques and how they affect images and the viewing of images. Students will explain what techniques are utilized in each photo.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** composition, critique, artistic practices, materials, methods, contemporary, traditional, evaluation, expression, cultural influences, artistic vision **The student will perform basic processes such as:** ● Demonstrate simplicity/ emphasis. ● Execute the rule of thirds. ● Discuss perspective or point of view. ● Identify leading lines. ● Selecting appropriate materials and methods for artistic creation. ● Planning and executing works of art and design. ● Evaluating traditional and contemporary artistic practices. ● Understanding different artistic materials and techniques. ● Familiarity with various artistic styles and movements. ● Awareness of the historical context of art and design practices. ● The importance of material choice in artistic expression. ● The role of cultural influences on artistic methods. ● The relationship between traditional and contemporary practices.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **apply basic lighting techniques**

Prioritized Standard:
DMACC Art 186.4: Demonstrate an understanding of Lighting Basics

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Apply knowledge of lighting in photography to create artistic photographic compositions.	For example, students show understanding in addition to the original assignment by applying lighting uniquely and creatively.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Demonstrate an understanding of lighting basics	For example, students will demonstrate understanding of basic lighting techniques, including 2 basic qualities of light and 3 basic directions of light.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** Layers, adjustment layer **The student will perform basic processes such as:** ● Identify and explain the purpose of the tools and menus that are most often used in editing digital photography images. ● Understanding the relationship between pixels, image resolution, image quality, image size, and the Photoshop and JPEG file format. ● Know how to read a histogram and understand its relationship to the digital image.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **apply Photoshop editing and enhancements.**

Prioritized Standard:
DMACC Art 186.4: Demonstrate an understanding of Photoshop/ Lightroom Basics

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Apply knowledge of Photoshop editing and enhancements to create artistic photographic compositions.	For example, the student finds their own Photoshop tutorial for an effect they feel they want to try and executes the tutorial on their image(s).
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Demonstrate an understanding of Photoshop.	For example, students will use Photoshop to modify their own images to improve them, relating to cropping, color correction, blemish removal, masking, layers, and saving images appropriately.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** Layers, adjustment layer **The student will perform basic processes such as:** ● Identify and explain the purpose of the tools and menus that are most often used in editing digital photography images. ● Understanding the relationship between pixels, image resolution, image quality, image size, and the Photoshop and JPEG file format. ● Know how to read a histogram and understand its relationship to the digital image.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **apply digital file organization and backup.**

Prioritized Standard:
DMACC Art 186.5 Classify memory devices and file types associated with digital cameras.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● There is no advanced option for this learning requirement.	For example, there is no advanced option for this learning requirement.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Apply digital memory devices, digital file organization, and use of backup to support the use of digital photography.	For example, students successfully upload files from the camera to their Google Drive and organize their Google Drive to easily find their files in the future.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** memory drive, file type **The student will perform basic processes such as:** ● Demonstrate the various options available for downloading images from your digital camera to your computer. ● Understand and be able to explain the advantages and disadvantages of working with the Digital RAW and JPEG file formats in Photoshop. ● Develop a strategy for archiving and retrieving digital captures.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **apply troubleshooting in photography.**

Prioritized Standard:

DMACC Art 186.1: Operate and use the basic DSLR digital camera.
DMACC Art 186.2: Use good metering techniques when photographing
DMACC Art 186.3: Apply various types of ISO speeds for the correct job application
DMACC Art 186.6 Critique understanding of Aperture Priority and Shutter Priority Modes
DMACC Art 186.7: Use the camera controls to take a photograph in the manual mode.
DMACC Art 186.8: Identify the basic difference between lenses.
DMACC Art 186.9: Critique the principles of art, design and composition.
VA:Cr2.3.iia Redesign an object, system, place, or design in response to contemporary issues.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Use advanced troubleshooting techniques to solve a problem and to improve and enhance photographic composition.	For example, students research advanced techniques to apply to their images.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Use various techniques to troubleshoot problems in photography, demonstrating creativity, experimentation, and persistence, including: ● Use good metering techniques when photographing ● Apply various types of ISO speeds for the correct job application ● Critique understanding of Aperture Priority and Shutter Priority Modes ● Use the camera controls to take a photograph in manual mode. ● Identify the basic difference between lenses. ● Operate and use the basic DSLR digital camera. ● Critique the principles of art, design, and composition. ● Demonstrate an understanding of Lighting Basics All to improve and enhance photographic composition.	For example, students use various techniques in manual mode, lens choice, and composition to affect the quality and clarity of the image.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary: metering, ISO speeds, aperture priority, shutter priority** **The student will perform basic processes such as:** ● Good metering techniques ● Various ISO speeds ● Aperture and shutter modes ● Manual mode ● Difference in lenses ● Art, design, composition ● Lighting	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **participate in a productive studio environment.**

Prioritized Standard:

VA:Cr3.1.iia Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA:Cn10.1.iia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
VA:Cr2.1.iia Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.iia Demonstrate awareness of ethical implications of making and distributing creative work.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Participate in a productive studio environment by taking initiative in seeking feedback, and researching advanced techniques to improve photographic composition.	For example, students research additional ways and techniques not included in the lesson and apply those to their work.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Participate in a productive studio environment by refining and completing artistic work when engaging in critiques with peers, using critiques and reflections to inform revisions and refinements of their works of art in response to their artistic vision, continuing to research, experiment, and persist to improve skills and knowledge in photography.	For example, students plan, ideate, and execute images relating to the assignment criteria.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary:** reflection, revision, refinement, artistic vision, observation, experimentation, artmaking, experimentation, techniques, persistence, proficiency, creative expression, artistic concepts, cultural context, art history, reflection, **The student will perform basic processes such as:** ● Constructive critique, reflection, reengagement, revision, refinement ● Understanding personal artistic vision, elements of art, and design ● Peer feedback, artistic process, and the importance of revision in art ● Observation techniques ● Research methodologies ● Experimentation and persistence ● Artmaking techniques ● Theories of inquiry in art ● Historical and contemporary art practices ● Various art materials and tools ● The relationship between observation and art ● The role of research in artistic development ● Experimentation as a creative process ● The significance of exploring unfamiliar subjects in art ● Understanding of art history, cultural context, materials and tools, and principles of design.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	