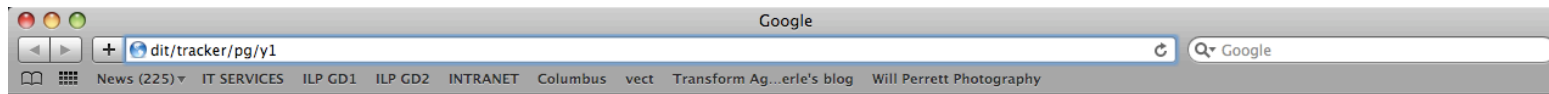


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PHASE 1



	UNIT 1: VISUAL RECORDING							UNIT 2: MATERIAL TECH AND PROCESS					UNIT 3: IDEAS AND CONCEPTS							UNIT 4: VISUAL COMMUNICATION					UNIT 5: CONTEXTUAL STUDIES												
	P1	P2	P3	P4	M1	M2	D1	P1	P2	P3	M1	M2	D1	P1	P2	P3	P4	M1	M2	D1	D2	P1	P2	P3	P4	M1	M2	D1	P1	P2	P3	P4	M1	M2	M3	D1	D2
Billingham Kaleigh																																					
Choudhury Sahnewaz																																					
Collier Laura																																					
Coleman, Anna																																					
Leon																																					
Gordon Dan																																					
Matt																																					
Hooti Roxana																																					
Houghton Emma																																					
Joy Chloe																																					
Kitching Lara																																					
Lloyd Sam																																					
Josh																																					
Nicholas Ryan																																					
Pryke Jordan																																					
Rowley Stef																																					
Sawyer Jodie																																					
Sham James																																					
Snow Sammie																																					
Solly Chris																																					
Stirling Naomi																																					
Vinall Tom																																					
Winters Antonia																																					

To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:

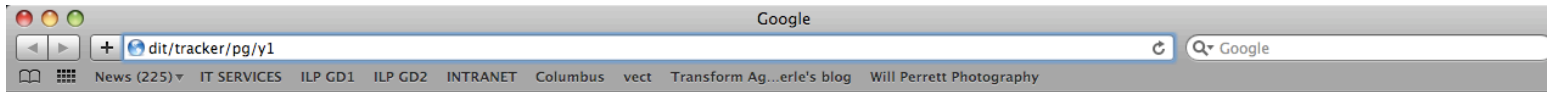
D1 extract and analyse complex information independently gained from comprehensive research

Clicking a criteria will show what is required of the student for the unit. This could include as much of the BTEC guidance (and even keyskills integration) as we choose.

Initially we would need to mimic the MS Excel tracker that we use. This would need to be a simple table (see above) with squares that could be filled with completed (or referred) criteria. This would be a simple HTML table, storing data in a very simple MySQL (type of) database. It would not yet require a link to the students account. This would enable us all on the course to access the same tracker and make changes. At this stage the students do not have access and staff access is limited to those on the course and the HOD.

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PHASE 2



UNIT 1: VISUAL RECORDING		
	List of Evidence / Outcomes	Comments & Action Planning
P1	Identify and select primary and other sources for recording purposes	X well done this is great work. Your work shows you can identify...
P2	explain the process of exploring and recording through appropriate <u>markmaking</u> skills	X
P3	communicate information clearly to different audiences through visual recording	X
P4	analyse and refine developmental studies to produce appropriate outcomes.	X
M1	Identify and respond to a broad range of considered primary sources, consistently showing effective experimental visual recording skills	
M2	how an individual approach to communicating, illustrating and analysing information to present effective outcomes.	
D1	demonstrate independence and innovation in selecting and using informed primary sources, to produce sophisticated, fluent visual records that show comprehensive understanding of communicating information.	

UNIT		
	List of Evidence / Outcomes	
P1	Identify and select primary and other sources for recording purposes	X
P2	explain the process of exploring and recording through appropriate <u>markmaking</u> skills	X

UNIT 2: MATERIALS, TECHNIQUES & PROCESSES		
	List of Evidence / Outcomes	Comments & Action Planning
P1	Identify and select primary and other sources for recording purposes	X
P2	explain the process of exploring and recording through appropriate markmaking skills	X
P3	communicate information clearly to different audiences through visual recording	X
P4	analyse and refine developmental studies to produce appropriate outcomes.	X
M1	Identify and respond to a broad range of considered primary sources, consistently showing effective experimental visual recording skills	
M2	how an individual approach to communicating, illustrating and analysing information to present effective outcomes.	
D1	demonstrate independence and innovation in selecting and using informed primary sources, to produce sophisticated, fluent visual records that show comprehensive understanding of communicating information.	

When clicked, this column identifies the criteria as completed. There is room for qualitative comments on the right (see main screen left). Marking an X here then updates the tracker seen in phase 1 automatically, changing the tracker to a read only document.

The second feature would be the addition of the (revised) unit marking sheets to be added as an interactive online document. The screen above would be for ONE student, and should be made to update the tracking sheet (see Phase 1) automatically. A login for staff and students would be required at this stage, students would be read only and staff could then make changes (and those changes be logged as being made by that member of staff)

CSS formatting for printing this can be added to this with minimal fuss.

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PHASE 3

	List of Evidence / Outcomes		Comments & Action Planning
P1	identify and select primary and other sources for recording purposes	X	
P2	explain the process of exploring and recording through appropriate markmaking skills	X	
P3	communicate information clearly to different audiences through visual recording	X	
P4	analyse and refine developmental studies to produce appropriate outcomes.	X	
M1	identify and respond to a broad range of considered primary sources, consistently showing effective experimental visual recording skills		
M2	how an individual approach to communicating, illustrating and analysing information to present effective outcomes.		
D1	demonstrate independence and innovation in selecting and using informed primary sources, to produce sophisticated, fluent visual records that show comprehensive understanding of communicating information.		

PERSONAL GRADE TRACKER FOR K. BILLINGHAM

	UNIT 1: VISUAL RECORDING							UNIT 2: MATERIAL TECH AND PROCESS						UNIT 3: IDEAS AND CONCEPTS						UNIT 4: VISUAL COMMUNICATION								
	P1	P2	P3	P4	M1	M2	D1	P1	P2	P3	M1	M2	D1	P1	P2	P3	P4	M1	M2	D1	D2	P1	P2	P3	P4	M1	M2	D1
Billingham Kaleigh	NYP	P2	P3	P4				P1	P2	P3	M1	M2	P1	P2	NYP	P4												

With a log-in students could also see a personalised tracker with only their information underneath the (read only) assessments / unit feedback (see phase 2). Again, students could click on a criteria and get a popup window with the BTEC information on it.

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PHASE 4

Google

dit/tracker/pg/y1

Google

News (225) IT SERVICES ILP GD1 ILP GD2 INTRANET Columbus vect Transform Ag...erle's blog Will Perrett Photography

UNIT

PROJECT TITLE

TASK ONE TITLE

BRIEF

REQUIRED OUTCOME

DEADLINE

CRITERIA LINKS

ADD NEW TASK

In phase 4 staff are writing assignments to an online 'form'. The advantage of this is two fold:

1. When staff and students click a criteria on the tracker they can see which tasks/projects are required *on top of* the BTEC criteria given in the popup window.
2. Students and staff have access to all briefs more directly than moodle and in a live and updatable way.