

# HBP EXHIBITION FEEDBACK GUIDE

Our school design is built on three principles: 1) learning must be based on the interests and goals of each student (learning plan); 2) curriculum must be relevant to people and places in the real world (internship and project work); 3) students' learning must be measured by the quality of their work (exhibition, project evaluation, and portfolio).

Presenter's Name: Niko Panelist: Chrissy Date: 2/26/25

## NEW LEARNING and LEARNING PLAN GOALS

According to evidence presented at the exhibition, what specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore? How much progress did the student make toward the goals on their learning plan and meeting level requirements?

Competencies	New skill(s) learned, ways of thinking/reasoning developed, or new conceptual understandings.
<b>Personal Qualities:</b> being "best" you, mindset, perseverance, time management, leadership, group work, fostering community	<u>Planner</u> <u>LP</u> <u>Organize, Plan, &amp; Manage Time</u> <u>Proactive Learner</u>
<b>Social Reasoning:</b> understanding other people's/historical perspectives, ethical questions, social systems, concepts in psychology, sociology etc.	<u>Language</u> <u>ATDPTI</u> <u>Human behavior &amp; Expression</u> <u>Institutions &amp; systems</u>
<b>Quantitative Reasoning:</b> thinking like a mathematician, numerical information, trends, algebraic/geometric concepts, using/analyzing data	<u>PQQR</u> <u>Math Tutoring</u> <u>Modeling &amp; Problem Solving</u> <u>Fluency &amp; Computation</u>
<b>Communication:</b> expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	<u>WITS</u> <u>Lit Analysis</u> <u>Art Chinese</u> <u>Understanding</u> <u>Expression &amp; Analysis</u> <u>Multimedia Literacy</u>
<b>Empirical Reasoning:</b> making and testing hypotheses, designing investigations, applying scientific research	<u>Project</u> <u>Logical Reasoning</u> <u>Coding</u> <u>Understand, use &amp; Investigate a field</u> <u>Design &amp; conduct scientific Inquiry</u>

## NEXT LEARNING PLAN, LOOKING FORWARD

According to the student's learning plan, long-term vision, and stated goals, what specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

- Goal about limiting negative self talk (to get it out of your head)
- Art matters a lot to you, but you keep de-prioritizing it. Why?

## EXHIBITION EVALUATION

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Minimal progress	Some progress	Significant progress	Exemplary progress
<b>LEARNING PLAN</b> The student has not developed an authentic learning plan and/or has made little progress toward the learning plan goals.	The student is beginning to develop an authentic learning plan and is showing measurable progress toward the learning plan goals.	The student has developed an authentic, rigorous learning plan and met most to all of the learning plan goals.	The student has developed an authentic, rigorous learning plan and met all of the learning plan goals.
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<b>PROJECTS</b> The student provides little to no evidence of authentic LTI or IND project-based work.	The student provides some evidence of authentic IND and/or LTI project-based work.	The student provides significant evidence of authentic individual and/or LTI project-based work.	The student provides outstanding evidence of authentic individual and/or LTI project-based work.
<b>LTI</b> The student provides little to no evidence of LTI, or if there is evidence, it has little to no alignment with their long term vision.	The student presents some evidence of an authentic LTI, moderately aligned with their long term vision.	The student presents significant evidence of an authentic LTI, aligned with their long term vision.	The student presents powerful evidence of an authentic LTI, deeply aligned with their long term vision.

### OVERALL EVALUATION:

The student is NOT on track to meet grade level expectations. <input type="checkbox"/>	The student is on track to meet grade level expectations. <input checked="" type="checkbox"/>
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### COMMENTS:

The story that you tell yourself about yourself matters!



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Presenter's Name:

Niko

Panelist:

Takemi

Date:

02/26/25

### NEW LEARNING and LEARNING PLAN GOALS

According to evidence presented at the exhibition, what specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore? How much progress did the student make toward the goals on their learning plan and meeting level requirements?

#### Competencies

New skill(s) learned, ways of thinking/reasoning developed, or new conceptual understandings.

**Personal Qualities:** being "best" you, mindset, perseverance, time management, leadership, group work, fostering community

Planner, time management

**Social Reasoning:** understanding other people's/historical perspectives, ethical questions, social systems, concepts in psychology, sociology etc.

**Quantitative Reasoning:** thinking like a mathematician, numerical information, trends, algebraic/geometric concepts, using/analyzing data

• drawing boxes  
• Math tutoring

**Communication:** expressing ideas creatively, consideration of audience, reading for research, analyzing creative works

• memoir writing  
• Lit analysis  
• Chinese

**Empirical Reasoning:** making and testing hypotheses, designing investigations, applying scientific research

• Coding

### NEXT LEARNING PLAN, LOOKING FORWARD

According to the student's learning plan, long-term vision, and stated goals, what specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?



## EXHIBITION EVALUATION

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<b>PROJECTS</b> The student provides little to no evidence of authentic LTI or IND project-based work.	The student provides some evidence of authentic IND and/or LTI project-based work.	The student provides significant evidence of authentic individual and/or LTI project-based work.	The student provides outstanding evidence of authentic individual and/or LTI project-based work.
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### OVERALL EVALUATION:

The student is NOT on track to meet grade level expectations.



The student is on track to meet grade level expectations.



### COMMENTS:

SORRY I'M BAD AT  
 FEEDBACK!!  
 update goals & force yourself  
 to work on stuff, get that internship  
 put nice stuff in LP  
 Kick out the mean stuff

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Presenter's Name: *Niko*

Panelist: *Steve R*

Date: *2/26/25*

### NEW LEARNING and LEARNING PLAN GOALS

According to evidence presented at the exhibition, what specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore? How much progress did the student make toward the goals on their learning plan and meeting level requirements?

<b>Competencies</b>	New skill(s) learned, ways of thinking/reasoning developed, or new conceptual understandings.
<b>Personal Qualities:</b> being "best" you, mindset, perseverance, time management, leadership, group work, fostering community	<i>Definitely has a desire for self improvement</i>
<b>Social Reasoning:</b> understanding other people's/historical perspectives, ethical questions, social systems, concepts in psychology, sociology etc.	
<b>Quantitative Reasoning:</b> thinking like a mathematician, numerical information, trends, algebraic/geometric concepts, using/analyzing data	<i>Has a goal &amp; is really working through her competency</i>
<b>Communication:</b> expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	<i>She is much stronger here than she gives herself credit for.</i>
<b>Empirical Reasoning:</b> making and testing hypotheses, designing investigations, applying scientific research	

### NEXT LEARNING PLAN, LOOKING FORWARD

According to the student's learning plan, long-term vision, and stated goals, what specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

*More time management*  
*- put goals around the how much you draw*  
*Work on self-confidence*  
*- positive talk*



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### OVERALL EVALUATION:

The student is NOT on track to meet grade level expectations. 	The student is on track to meet grade level expectations. 
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### COMMENTS:

Continues to narrow career goals/degree goals  
 - Very insightful to learn what career she may or may not like  
 Love the drawing exercises  
 - knows how they improve  
 Re-prioritization  
 - Being realistic

Don't be afraid of a BFA!  
 That's where your passion lies  
 Continues to develop language tools  
 Learned how to code!  
 - incredible

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Presenter's Name: *Niko*

Panelist: *Andy Gr.*

Date: *2.26.25*

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<u>Personal Qualities:</u> being "best" you, mindset, perseverance, time management, leadership, group work, fostering community	- Future planning - Goal setting - Chinese learning perseverance - Engaging in art critique, building relationships/community.
<u>Social Reasoning:</u> understanding other people's/historical perspectives, ethical questions, social systems, concepts in psychology, sociology etc.	- Lit Analysis focusing on Institutions & systems regarding systemic oppression.
<u>Quantitative Reasoning:</u> thinking like a mathematician, numerical information, trends, algebraic/geometric concepts, using/analyzing data	- Trig - Right triangles - Modeling/problem solving - Circle degrees. - Modeling/problem solving < growth in HTML & CSS
<u>Communication:</u> expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	- Writing effectively for varied audiences/reasons. Put work, zooms and - Expression/Analysis through ATDOPTI - Anki Flashcards - Researching visual concepts to apply to own works. - Chinese Classes on Sats.
<u>Empirical Reasoning:</u> making and testing hypotheses, designing investigations, applying scientific research	- Fluency of fundamentals & trial/error through boxes and - Use of research to language learning. - Design & scientific inquiry.

## NEXT LEARNING PLAN, LOOKING FORWARD

According to the student's learning plan, long-term vision, and stated goals, what specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

→ Invest in social reasoning, why are art spaces important? Why are small/self managed websites important, what do they do for community?



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COMMENTS: More positive self concepts! Realistic self-evaluations!

- Incredible work Niko! Please let me know how I can support/push you in Art, comps, or anything else.

If you want more Art/Drawing homework, just ask!

Boxes look fantastic!



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### NEXT LEARNING PLAN, LOOKING FORWARD

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## SEAN

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#### COMMENTS:

Not Affair of New Learning  
Ambition of