# Arts Priority Performance Indicators and Transferable Skills Connections

# Purpose

Transferable skills are an essential set of skills and competencies that promote the integration and application of knowledge across contexts and are critically important to success in today’s world, particularly in post-secondary programs and career readiness.

Transferable skills identified by the Agency of Education include the following:

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| **Transferable Skills** | |  | No data | No data | No data | No data |
| Clear and Effective  Communication | Self-Direction | | | Creative and Practical  Problem-Solving | Responsible and Involved  Citizenship | Informed and Integrative  Thinking |

While it may be possible to demonstrate proficiency in transferable skills that are not connected to content, it is more effective and relevant to assess these skills in the context of disciplinary content areas. When transferable skills are emphasized in the context of academic content, academic classes become more applicable to students’ future careers and lives. As a result, students build cohesiveness and connection both within and across disciplines. Ultimately, this approach helps students become not only knowledgeable in specific subjects but also versatile, adaptable, and well-prepared for challenges of the future.

This document outlines connections between the transferable skills and the [Arts Proficiency-Based Graduation Requirement (PBGR) Hierarchy](https://education.vermont.gov/document/arts-proficiency-based-graduation-hierarchy), which includes the PBGR, Critical Proficiencies, and Priority Performance Indicators. It is intended to exemplify how transferable skills related to Priority Performance Indicators can be embedded into instruction and performance assessments in a unit of study. which includes the PBGR, Critical Proficiencies, and Priority Performance Indicators. It is intended to exemplify how transferable skills related to Priority Performance Indicators can be embedded into instruction and performance assessments in a unit of study.

In addition to the [transferable skills](https://education.vermont.gov/documents/proficiency-based-education-transferable-skills), each table that follows includes the [performance indicator scoring criteria](https://education.vermont.gov/student-learning/proficiency-based-learning/transferable-skills#scoring-criteria) and the criteria for “proficient.” This is not an exhaustive list, but rather a sampling of the most explicit connections. It is important to note that there may be an inequity of representation of the transferable skills in the following crosswalk document. For example, although *Responsible and Involved Citizenship* is important, it is not as prevalent as other transferable skills in the crosswalk. This is because the inclusion of certain transferable skills in a unit is based on decisions made at the instructional or curricular level and would therefore not be represented in a document highlighting inherent connections between PPIs and transferable skills.

This document has been intentionally posted as a Word document so educators can modify it to reflect the transferable skills connections that are addressed through their specific curriculum.

# Proficiency-Based Graduation Requirement: Arts

The artistically literate individual authentically uses a variety of artistic media, symbolism, and metaphors to communicate their own ideas and to respond to artistic communications of others.

The learner understands and appreciates various forms of art, analyzes, and interprets art, and expresses oneself creatively, while recognizing the historical, cultural, and social context in which art is created.

## Critical Proficiency: Create

Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

### Priority Performance Indicator: Generate and Conceptualize

Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Self-Direction | B. Integrate knowledge from a variety of sources to set goals and make informed decisions. | I can   * Utilize information from diverse sources to make decisions, establish goals, and devise plans with identified needs, resources, and action steps. |
| Self-Direction | C. Apply knowledge in familiar and new contexts. | I can   * Apply a concept to a new or familiar context or settings. |
| Creative and Practical Problem Solving | G. Use a range of tools, including technology, to solve problems. | I can   * Use multiple tools together to effectively solve a problem. |

### Priority Performance Indicator: Organize, Develop, and Complete

Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standard 2 and 3)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Clear and Effective Communication | A. Demonstrate organized and purposeful communication. | I can   * Present my ideas coherently, with a logical sequence. * Use academic language and/or images to enhance my message and present my subject in a precise manner. |
| Self-Direction | I. Use technology and digital media strategically and capably. | I can   * Use a range of tools, including digital technology, to enhance my product. |

## Critical Proficiency: Present/Perform/Produce

Develop, refine, and convey meaning through artistic work.

### Priority Performance Indicator: Develop and Refine for Presentation

Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Self-Direction | A. Identify, manage, and assess new opportunities related to learning goals. | I can   * Evaluate and pursue opportunities that pertain to my learning goals and plans by monitoring my progress and adjusting my approach as needed. |
| Self-Direction | E. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I can   * Solicit and utilize feedback on multiple trials/drafts to improve my performance or revise my thinking; * Ask questions about new ideas to challenge myself to investigate new skills. |
| Self-Direction | H. Persevere in challenging situations. | I can   * Learn from experience and continue to put forth effort even after trying several times. |
| Creative and Practical Problem-Solving | E. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. | I can   * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution. |
| Creative and Practical Problem-Solving | H. Persist in solving challenging problems and learn from failure. | I can   * Learn from experience and continue to put forth effort even after trying several times. |

### Priority Performance Indicator: Convey Meaning Through Presentation

Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Clear and Effective Communication | D. Adjust communication based on the audience, context, and purpose. | I can   * Adapt the organization, content, and vocabulary to match intended audience, context, and purpose. * *(for live presentations only)* Include strategies to engage the audience in planning and execute during delivery. |
| Self-Direction | G. Collaborate as needed to advance learning. | I can   * Use collaboration to exchange ideas, using others to advance my learning with reasoning and evidence. |
| Responsible and Involved Citizenship | C. Demonstrate ethical behavior and the moral courage to sustain it. | I can   * Employ empathy when considering others in a variety of contexts. |
| Responsible and Involved Citizenship. | D. Respect diversity and differing points of view. | I can   * Engage in open discussion and respond thoughtfully to differing points of view. |

## Critical Proficiency: Connect

Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

### Priority Performance Indicator: Synthesize and Relate

Represent and solve equations and inequalities graphically. (HSA.REI.D)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)**  ***I can…*** |
| Clear and Effective Communication | G. Collaborate effectively and respectfully. | I can   * Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence. |
| Self-Direction | D. Demonstrate initiative and responsibility for learning. | I can   * Self-start and manage my time by organizing and prioritizing to complete a task. |
| Creative and Practical Problem-Solving | A. Observe and evaluate situations to define problems. | I can   * Articulate the problem and identify constraints, based on observations, and collect related information from multiple sources. |