

Sample Graduation Proficiencies & Performance Indicators

VT CONTENT AREA GRADUATION PROFICIENCIES & PERFORMANCE INDICATORS:

- ARE REQUIRED BY SECTION 2120.8 OF THE EDUCATION QUALITY STANDARDS
- REFLECT EXISTING LEARNING STANDARDS REQUIRED BY THE VT STATE BOARD OF EDUCATION, UNDER THE VT FRAMEWORK OF STANDARDS (CCSS, NGSS, AND GEs)
- ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE VT TRANSFERABLE SKILLS GRADUATION PROFICIENCIES, WHICH OUTLINE STUDENTS' DESIRED SKILLS AND HABITS ACROSS CONTENT AREAS
- INCLUDE THREE SETS OF PERFORMANCE INDICATORS DIFFERENTIATED BY GRADE CLUSTER—ELEMENTARY, MIDDLE, AND HIGH SCHOOL
- SERVE AS BENCHMARKS OF LEARNING PROGRESSION FOR ELEMENTARY AND MIDDLE SCHOOL

THIS DOCUMENT IS DESIGNED TO:

- ASSIST VERMONT SCHOOLS AND DISTRICTS/SUs IN DEVELOPING LEARNING REQUIREMENTS AND EXPECTATIONS FOR THEIR STUDENTS
- PROMOTE CONSISTENCY ACROSS SCHOOLS AND DISTRICTS/SUs FOR TRANSFER STUDENTS
- INCREASE PERSONALIZATION AND FLEXIBILITY FOR INSTRUCTION AND LEARNING
- HELP BUILD CURRICULUM AND STEER ASSESSMENT DEVELOPMENT
- SUPPORT FORMATIVE ASSESSMENT PRACTICES, INCLUDING PERFORMANCE ASSESSMENT
- SIMULTANEOUSLY PROVIDE DATA AND INSIGHT INTO ACHIEVEMENT WHEN ALIGNED WITH THE TRANSFERABLE SKILLS
- SUPPORT STUDENT ACHIEVEMENT OF THE EXPECTED CONTENT STANDARDS

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<p>1. Create</p> <ul style="list-style-type: none"> - Generate and conceptualize - Organize and develop - Refine and complete artistic work 	<ul style="list-style-type: none"> a. Create dance phrases using several stimuli (i.e., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, and social events). (DA:Cr1.1.5a) b. Solve multiple movement problems to develop dance phrases. (DA:Cr1.1.5b) c. Manipulate a variety of dance elements to expand choreographic possibilities with a main idea and explain movement choices. (DA:Cr2.1.5a) d. Develop a dance with a main idea by selecting movement vocabulary. (DA:Cr2.1.5b) e. Explore feedback from others to develop a short dance that communicates artistic intent. Explain movement choices and changes. (DA:Cr3.1.5a) f. Record changes in a dance sequence (writing, symbols, or form of technology). (DA:Cr3.1.5b) 	<ul style="list-style-type: none"> a. Implement movement from a variety of stimuli (i.e., music, observed dance, literary forms, notation, personal experience, current events) to develop dance. (DA:Cr1.1.8a) b. Select movements, using correct dance terminology, to create a dance that communicates an idea. (DA:Cr1.1.8b) c. Collaborate to choreograph a dance using a variety of dance elements and structures that has artistic meaning. (DA:Cr2.1.8a) d. Discuss the meaning of the dance and how the elements or structures enhance the artistic idea (i.e., terminology, devices, and structures). (DA:Cr2.1.8b) e. Revise choreography collaboratively or independently using evidence of growth (i.e., artistic criteria, self-reflection, and the feedback of others). (DA:Cr3.1.8a) f. Document a section of the dance (writing, symbols, or technologies). (DA:Cr3.1.8b) 	<ul style="list-style-type: none"> a. Experiment with elements of dance and a variety of stimuli to create work (choreographed or improvised) by exploring personal movement preferences and strengths to challenge skills. (DA:Cr1.1.HS1a) b. Analyze the process and the relationship between the stimuli and the movement. (DA:Cr1.1.HS1b) c. Collaborate to design a dance using elements and dance structures to support an idea. (DA:Cr2.1.HS1a) d. Develop an artistic statement for an original dance. (DA:Cr2.1.HS1b) e. Analyze and evaluate the impact of choices made in the choreography revision process and include feedback from others. (DA:Cr3.1.HS1a) f. Document a section of the dance (writing, symbols, or technologies). (DA:Cr3.1.HS1b)

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<p>2. Present</p> <ul style="list-style-type: none"> - Analyze, interpret, and select - Develop and refine - Convey meaning through the presentation of artistic work 	<ul style="list-style-type: none"> a. Space: Integrate shapes and relationships, focus, and floor and air pathways into dance sequences. (DA:Pr4.1.5a) b. Time: Dance to variety of rhythms and respond to tempo changes. (DA:Pr4.1.5b) c. Energy: Contrast bound and free movements. Initiate movement from central (torso) and peripheral (distal). (DA:Pr4.1.5c) d. Recall and execute dance phrases using fundamental dance skills (i.e., alignment, coordination, balance, core support, kinesthetic awareness, etc.). (DA:Pr5.1.5a) e. Demonstrate safe body-use practices during technical exercises to promote strength, flexibility, endurance and injury prevention. (DA:Pr5.1.5b) f. Performance Preparation: Collaborate with peers to repeat sequences, enhance unison, and refine spatial relationships to improve performance quality. (DA:Pr5.1.5c) g. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements. (DA:Pr6.1.5) 	<ul style="list-style-type: none"> a. Space: Sculpt the body in space. Set focus of eyes during floor and air patterns. Use direct and indirect pathways. (DA:Pr4.1.8a) b. Time: Perform dance phrases with various timings, appropriate breath and phrasing, and different body parts at the same time. (DA:Pr4.1.8b) c. Energy: Incorporate energy and dynamics to technique and dance performance. (DA:Pr4.1.8c) d. Embody technical dance skills (i.e., alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute spatial designs and rhythmic dance phrases. (DA:Pr5.1.8a) e. Evaluate personal health practices in dance activities and everyday life including nutrition and injury prevention. (DA:Pr5.1.8b) f. Performance Preparation: Articulate performance goals by collaborating with peers and document growth (i.e., journaling, portfolio, timeline). (DA:Pr5.1.8c) g. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate and document performance etiquette practices (i.e., commitment, dependability, responsibility, cooperation) and apply corrections to future performances. (DA:Pr6.1.8) 	<ul style="list-style-type: none"> a. Space: Develop partner and ensemble skills that show understanding of spatial designs and relationships (i.e., lifts, balances, formations, transitions, etc.). (DA:Pr4.1.HS1a) b. Time: Use syncopation and accents in movements, rhythmic cues, varied tempos, and apply breathwork in dance phrases. (DA:Pr4.1.HS1b) c. Energy: Develops body awareness by connecting energy and dynamics to movements and applying them through all parts of the body. (DA:Pr4.1.HS1c) d. Embody technical dance skills (i.e., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. (DA:Pr5.1.HS1a) e. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. (DA:Pr5.1.HS1b) f. Performance Preparation: Analyze/evaluate performances (i.e., video recordings, discussion blogs, rubrics/learning scales, etc.) and articulate performance goals. (DA:Pr5.1.HS1c) g. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate and document performance etiquette practices (i.e., commitment, dependability, responsibility, cooperation) and apply corrections to future performances using proper dance and production terminology. (DA:Pr6.1.HS1)

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<p>3. Respond</p> <ul style="list-style-type: none"> - Perceive and analyze - Interpret intent and meaning - Apply criteria to evaluate 	<ul style="list-style-type: none"> a. Find artistic ideas from patterns of movement in a dance. (DA:Re7.1.5a) b. Describe, using basic dance terminology, the qualities/characteristics in a dance and make comparisons to another dance. (DA:Re7.1.5b) c. Interpret meaning in a dance based on the movements and explain how the movements communicate meaning. (DA:Re8.1.5) d. Define characteristics of a dance that make it artistic and meaningful (use elements of dance, relations to genres/styles, dance terminology, etc.). (DA:Re9.1.5) 	<ul style="list-style-type: none"> a. Describe, demonstrate and discuss patterns of movement. (DA:Re7.1.8a) b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate ideas using dance terminology. (DA:Re7.1.8b) c. Select a dance and explain the artistic idea with evidence (i.e., use relationships, elements of dance, technique, and dance terminology). (DA:Re8.1.8) d. Determine what makes an effective performance using evidence (i.e., terminology, technique, context, elements, etc.). (DA:Re9.1.8) 	<ul style="list-style-type: none"> a. Use dance terminology to analyze recurring patterns of movement. (DA:Re7.1.HS1a) b. Use dance terminology to analyze the elements of dance to communicate ideas. (DA:Re7.1.HS1b) c. Compare different dances using dance terminology, discuss artistic ideas, and explain how relationships occur within the elements of dance and dance technique. (DA:Re8.1.HS1) d. Analyze the artistic idea of a dance using evidence (i.e., dance terminology, technical skills, and the elements). (DA:Re9.1.HS1)
<p>4. Connect</p> <ul style="list-style-type: none"> - Synthesize and relate knowledge and personal experiences to make art - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding 	<ul style="list-style-type: none"> a. Compare two dances with contrasting themes (i.e., connections to feelings, ideas, experiences, and themes). (DA:Cn10.1.5a) b. Describe and compare the process of creating a dance study, that expresses a chosen topic, concept, or content from another discipline, to other learning situations. (DA:Cn10.1.5b) c. Describe how movement characteristics/qualities of a dance in a specific genre or style communicate ideas and perspectives of the culture, historical period, or community. (DA:Cn11.1.5) 	<ul style="list-style-type: none"> a. Relate connections found between different dances and make connections to one’s personal perspectives. (DA:Cn10.1.8a) b. Discuss and explore how the choreographic process deepens understanding of contrasting ideas. (DA:Cn10.1.8b) c. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. (DA:Cn11.1.8) 	<ul style="list-style-type: none"> a. Analyze a dance to determine ideas expressed by the choreographer (i.e., explain perspectives presented, how ideas could impact own interpretation, etc.) and provide evidence to support one’s analysis. (DA:Cn10.1.HS1a) b. Compare the process used in the choreography to that of other creative, academic, or scientific processes when creating a solo/group dance that answers a question or problem (i.e., dance in relation to other disciplines, integrated themes, historical/current events, socio-political issues, etc.). (DA:Cn10.1.HS1b) c. Analyze and make connections between dances from selected genres, styles, or historical time periods. (DA:Cn11.1.HS1)