

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. Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5) b. Name, identify, and/or describe areas within artwork that hold personal meaning. (VA:Cr1.2.5 & VA:Cr2.3.5) c. Experiment and develop skills in multiple art-making techniques and approaches through practice. (VA:Cr2.1.5) d. Demonstrate control of the media through care for and use of materials, tools, and equipment. (VA:Cr2.2.5) e. Create artist statements using art vocabulary to describe personal choices in art-making. (VA:Cr3.1.5) 	<ul style="list-style-type: none"> a. Document the creative process to demonstrate willingness to experiment, innovate, and take risks in the pursuit of ideas, art forms, and meaning in art. (VA:Cr1.1.8 & VA:Cr2.1.8) b. Collaboratively shape an artistic investigation of contemporary issues using contemporary artistic practice. (VA:Cr1.2.8) c. Demonstrate awareness of ethical and responsible practices in creating art. (VA:Cr2.2.8) d. Select, organize, and design images and words to make clear, compelling, and meaningful artistic presentations. (VA:Cr2.3.8) e. Revise artwork based on analysis of relevant criteria. (VA:Cr3.1.8) 	<ul style="list-style-type: none"> a. Use multiple approaches to begin creating, such as: planning, exploration, independent and/or collaborative work. (VA:Cr1.1.HSI & VA:Cr2.1.HSI) b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI) c. Demonstrate safe handling of materials, tools, and equipment, and explain how traditional and non-traditional materials may impact human health and the environment. (VA:Cr2.2.HSI) d. Collaboratively develop and/or execute a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. (VA:Cr2.3.HSI) e. Plan revisions based on criteria from contemporary and/or traditional cultural contexts. (VA:Cr3.1.HSI)
<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. Understand the roles and responsibilities of a curator. (VA:Pr4.1.5a) b. Explain the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. (VA:Pr4.1.5b) c. Develop a logical argument for selecting materials that are safe and effective. (VA:Pr5.1.5a) d. Develop a logical argument for the use of techniques in preparation for presenting artwork. (VA:Pr5.1.5b) e. Observe evidence about how an exhibition presents ideas and provides information about a specific concept or topic. (VA:Pr6.1.5) 	<ul style="list-style-type: none"> a. Develop and apply criteria for evaluating a collection of artwork for presentation. (VA:Pr4.1.8) b. Collaboratively prepare and present theme-based artwork for display, and develop exhibition. (VA:Pr5.1.8) c. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (VA:Pr6.1.8) 	<ul style="list-style-type: none"> a. Analyze, select and curate artworks for exhibition or revision (i.e., as personal artwork, group shows and/or artistic collections). (VA:Pr4.1.HSI) b. Analyze and evaluate the reasons and ways an exhibition is presented. (VA:Pr5.1.HSI) c. Explain and justify one’s own personal intent and the impact that social, cultural, or political beliefs and understandings has on defining one’s artwork. (VA:Pr6.1.HSIa) d. Analyze and describe the impact artwork has on the viewer based on personal connections to social, cultural or political beliefs and understandings. (VA:Pr6.1.HSIb)

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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. Compare one's own interpretation of an artwork with the interpretation of others. (VA:Re7.1.5) b. Investigate cultural associations suggested by visual imagery. (VA:Re7.2.5) c. Find ideas, mood, and/or meaning in artwork by looking at one or more of the following aesthetic choices: <ul style="list-style-type: none"> • Form and structure • Contextual information • Subject matter • Visual elements • Use of media (VA:Re8.1.5) d. Recognize different ways to evaluate works of art (i.e., styles, genres, and media as well as historical and cultural contexts). (VA:Re9.1.5) 	<ul style="list-style-type: none"> a. Explain how aesthetic choices are influenced by culture and environment, and its subsequent impact on viewers. (VA:Re7.1.8) b. Compare and contrast images that influence ideas, emotions, and actions. (VA:Re7.2.8) c. Interpret the meaning and mood of art by analyzing technical and aesthetic choices. (VA:Re8.1.8) d. Create a convincing and logical argument to support an evaluation of art. (VA:Re9.1.8) 	<ul style="list-style-type: none"> a. Hypothesize ways in which art influences perception and understanding of human experiences. (VA:Re7.1.HSI) b. Analyze how one's understanding of the world is affected by experiencing visual imagery. (VA:Re7.2.HSI) c. Interpret an artwork or collection of works, supported by relevant evidence found in the work and its various contexts. (VA:Re8.1.HSI) d. Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI)
<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. Effectively use visual art vocabulary (formal and conceptual) to view surroundings in new ways and apply to art-making. (VA:Cn10.1.5) b. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5) 	<ul style="list-style-type: none"> a. Reflect on the ways collaborative art can positively affect group identity. (VA:Cn10.1.8) b. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. (VA:Cn11.1.8) 	<ul style="list-style-type: none"> a. Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI) b. Describe how knowledge of culture, traditions, and history may influence personal responses to art. (VA:Cn11.1.HSI)