
Model Proficiency Scales for the Arts Priority Performance Indicators (Grades 9-12)

Purpose

The purpose of this document is to provide SU/SDs with model proficiency scales to accompany the [Arts Proficiency-Based Graduation Hierarchy](#). This document is part of the larger [Vermont Framework for Proficiency](#). The model proficiency scales were informed by extended feedback from and work with the field, including [Participatory Action Research](#) partnerships with Central Vermont Supervisory Union, White River Valley Supervisory Union, and Orleans Southwest Supervisory Union.

Document Overview

The Critical Proficiencies within the Arts PBGR Hierarchy are directly derived from the National Arts Standards' artistic processes, ensuring uniformity in their description across all arts disciplines. Each of the four Critical Proficiencies (CPs) is delineated by a separate header: Create, Produce/Perform/Present, Respond, and Connect. Below each CP header lies the corresponding text, along with one or two Priority Performance Indicators (PPIs) developed for that CP.

The primary objective of the Arts PBGR Hierarchy is to seamlessly integrate all arts disciplines. To achieve this, verbs from the identified Anchor Standards were drawn from the Enduring Understandings present in all art disciplines. These verbs were carefully refined to construct coherent sentences that honor the original intent of each Anchor Standard in the arts, thereby creating PPIs.

Below each CP, proficiency scales associated with each PPI are provided. The left-hand column of each proficiency scale contains the text for the PPI, along with parentheses indicating which Anchor Standard(s) constitute that PPI.

The first step in developing proficiency scales is determining what a student has to know and do in order to demonstrate proficiency in a given PPI. This begins with unpacking the grade level standard(s) that correspond to the selected PPI. The combined learning targets identified through the unpacking process become the “proficient” level of the proficiency scale, which requires application of skills and knowledge (e.g., synthesis of information, transfer to a novel context, etc.). The “beginning” level is comprised of qualitative descriptors of the foundational skills or knowledge a student demonstrates first when working toward proficiency while the “developing” level identifies foundational skills or knowledge a student demonstrates as a steppingstone to “proficient.” Finally, the “expanding” level requires creative and flexible application of skills and



knowledge at an advanced level. For more information about the unpacking process, see [Vermont Framework for Proficiency: Developing Proficiency Scales](#).

It is important to remember that the beginning and developing levels of the scales illustrate the learning trajectory of skills and/or knowledge expectations that build toward proficiency and do not indicate less rigor for a student. For clarity on how the language used in the scales represents depth of knowledge or differentiation of skill, refer to Hess' Cognitive Rigor Matrices for the different content areas: [Reading-Listening](#), [Writing-Speaking](#), [Math-Science](#), [Social Studies-Humanities](#), [Fine Arts](#), [Health and Physical Education](#), and [World Languages](#).

Critical Proficiency: Create - Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Priority Performance Indicator	Beginning	Developing	Proficient	Expanding
<p>Generate and Conceptualize: Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)</p>	<p>I can:</p> <ul style="list-style-type: none"> Describe the creative process; and Identify concepts related to artistic expression. 	<p>I can:</p> <ul style="list-style-type: none"> Explain the stages of the creative process; and Discuss how concepts can be transformed into artistic ideas. 	<p>I can:</p> <ul style="list-style-type: none"> Create art that reflects understanding of the creative process and revision; Demonstrate how ideas turn into significant forms of artistic expression; and Improve the effectiveness of different creative methods in communicating artistic expression. 	<p>I can:</p> <ul style="list-style-type: none"> Innovate within the creative process to produce original artistic expressions; Critique and revise my artistic work to achieve expression and impact; and Mentor and guide others in using the creative process for concept transformation in their artistic endeavors. <p style="text-align: center;">- or -</p> <p>I can create alternative evidence that expands upon proficient.</p>

Critical Proficiency: Create - Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Priority Performance Indicator	Beginning	Developing	Proficient	Expanding
<p>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 Standards 2 and 3)</p>	<p>I can:</p> <ul style="list-style-type: none"> • Identify artistic materials and concepts; • List steps involved in creating art; and • Recognize different art media. 	<p>I can:</p> <ul style="list-style-type: none"> • Outline the steps needed to organize an artistic project; • Select materials for a given artistic task; • Explore different art concepts and techniques; and • Begin an artistic project. 	<p>I can:</p> <ul style="list-style-type: none"> • Intentionally use various art concepts or materials; • Combine multiple ideas and media to make a complete artwork; • Critique and revise to improve the quality of my work; and • Complete artistic projects. 	<p>I can:</p> <ul style="list-style-type: none"> • Innovate in my use of materials, concepts, and media to create final work; • Integrate complex artistic concepts into my work; and • Mentor and provide guidance to others in organizing and developing their artistic ideas. <p style="text-align: center;">- or -</p> <p>I can create alternative evidence that expands upon proficient.</p>

Critical Proficiency: Present/Perform/Produce - Develop, refine, and convey meaning through artistic work.

Priority Performance Indicator	Beginning	Developing	Proficient	Expanding
<p>Develop and Refine for Presentation: Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)</p>	<p>I can:</p> <ul style="list-style-type: none"> • Explain artistic technique; and • Execute artistic tasks based on step-by-step instructions. 	<p>I can:</p> <ul style="list-style-type: none"> • Execute artistic tasks involving multiple steps and techniques; • Explore artistic work for its components and meaning; and • Incorporate instructor feedback into revising my work. 	<p>I can:</p> <ul style="list-style-type: none"> • Experiment with and adapt artistic techniques to achieve specific effects; • Approach artistic challenges with a growth mindset and revise artwork as needed; and • Critique and improve artwork, seeking feedback from peers and instructors. 	<p>I can:</p> <ul style="list-style-type: none"> • Blend techniques to create new works of art; • Overcome artistic challenges, whether they involve technical skills, conceptual complexities, or creative obstacles; and • Offer insightful and constructive feedback that helps fellow artists elevate their work. <p style="text-align: center;">- or -</p> <p>I can create alternative evidence that expands upon proficient.</p>

Critical Proficiency: Present/Perform/Produce - Develop, refine, and convey meaning through artistic work.

Priority Performance Indicator	Beginning	Developing	Proficient	Expanding
<p>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 meaning around the relationship between audience and artist is woven throughout a presentation. (Anchor Standard 6)</p>	<p>I can:</p> <ul style="list-style-type: none"> • Present my artwork to others; • Identify themes represented in the artwork; and • Answer questions from the audience about my artwork. 	<p>I can:</p> <ul style="list-style-type: none"> • Express concepts and emotions through my artwork; • Identify themes related to human experiences; and • Engage in discussions about the relationship between my artwork and its impact on audiences. 	<p>I can:</p> <ul style="list-style-type: none"> • Present/perform/produce artwork that tells stories and engages audiences; • Use my artwork to stimulate critical thinking and discussion about human experiences; and • Utilize artists' statements, speeches, talks, and/or conversations to spark discussions and reflections on the connection between the audience and the artwork. 	<p>I can:</p> <ul style="list-style-type: none"> • Present/perform/produce artwork that explores and provides insight into pressing social, cultural, or political issues; and • Create engaging artistic presentations that utilize artistic forms to provoke thought and/or educate audiences. <p style="text-align: center;">- or -</p> <p>I can create alternative evidence that expands upon proficient.</p>

Critical Proficiency: Respond - Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

Priority Performance Indicator	Beginning	Developing	Proficient	Expanding
<p>Perceive and Analyze: Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>	<p>I can:</p> <ul style="list-style-type: none"> • Convey emotions or thoughts in my artwork; • Identify cultural influences; and • Identify themes related to the natural world and constructed environments. 	<p>I can:</p> <ul style="list-style-type: none"> • Incorporate cultural influences, including my own and others', into my art; • Incorporate suggested themes related to the natural world and constructed environments; and • Acknowledge how my personal experiences relate to my art. 	<p>I can:</p> <ul style="list-style-type: none"> • Create and/or share art that resonates with cultural awareness, reflecting self, others, and the environment; • Incorporate themes related to the natural world and constructed environments; and • Analyze how cultural awareness shapes the purpose and meaning of my artistic work. 	<p>I can:</p> <ul style="list-style-type: none"> • Generate artistic concepts by synthesizing diverse cultural perspectives; • Create art that challenges societal norms, provoking critical reflections on culture and environment; and • Contribute to culturally responsive dialogue through my and/or others' work that demonstrates an understanding of purpose and meaning. <p style="text-align: center;">- or -</p> <p>I can create alternative evidence that expands upon proficient.</p>

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	Beginning	Developing	Proficient	Expanding
<p>Synthesize and Relate: Students integrate and evaluate their ideas, knowledge, and cultural and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)</p>	<p>I can:</p> <ul style="list-style-type: none"> • Share personal thoughts and ideas through my artwork; and • Recognize how my own experiences influence my artwork. 	<p>I can:</p> <ul style="list-style-type: none"> • Apply ideas and concepts into my artistic process; and • Explore how cultural experiences inform my artwork. 	<p>I can:</p> <ul style="list-style-type: none"> • Combine diverse ideas, knowledge, and experiences to create artwork with meaning; • Explore and critically assess how cultural and societal experiences shape my artistic process; and • Analyze the evolution of my artistic style and expression, including the integration of new skills, in relation to my past works of art. 	<p>I can:</p> <ul style="list-style-type: none"> • Innovate by synthesizing unique and original concepts from a range of ideas, knowledge, and experiences; • Create art that challenges societal and cultural norms, sparking critical conversations; and • Contribute to the broader artistic conversation through innovative, influential work that reflects integration and evaluation. <p style="text-align: center;">- or -</p> <p>I can create alternative evidence that expands upon proficient.</p>