

Creating in 2D and 3D

Visual Art Proficiency Based Graduation Requirements

	Exceeds Standard	Meets Standard	Below Standard	
	Advanced	Proficient	Emerging	Beginning
	4	3	2	1
<p>Visual Arts Concepts PBGR-VA, C1</p>	<p>The student...</p> <p>Integrates visual arts concepts (for example, elements, principles, transformation) independently in a work of art</p> <p>Demonstrates refined artisanship, technical skills, and expressive qualities in visual representations</p> <p>Produces visual representations that demonstrate innovative relationships between visual arts concepts (elements of art and principles of design)</p>	<p>The student...</p> <p>Applies visual arts concepts (for example, elements, principles, and transformation) independently in a work of art</p> <p>Selects appropriate techniques for visual representations</p> <p>Demonstrates effective relationships between visual arts concepts (elements of art and principles of design)</p>	<p>The student...</p> <p>Uses visual arts concepts (for example, elements, principles transformation) with guidance in a work of art</p> <p>Selects some appropriate techniques for visual representations</p> <p>Demonstrates some effective relationships between visual arts concepts (elements of art and principles of design)</p>	<p>The student...</p> <p>Demonstrates little evidence of arts concepts (for example, elements, principles, transformation) in a work of art.</p> <p>Selects few appropriate techniques for visual representations</p> <p>Demonstrates few effective relationships between visual arts concepts (elements of art and principles of design)</p>
<p>Analysis, Synthesis, and Evaluation PBGR-VA, C2</p>	<p>Analyzes challenges inherent in the work</p> <p>Brings synthesized learning into the development of the work</p> <p>Generates a variety of sophisticated strategies/techniques to address the challenges</p> <p>Solve problem with a unique solution</p>	<p>Identifies challenges inherent in the work</p> <p>Brings ideas learned previously into the development of the work</p> <p>Generates a variety of strategies/techniques to address challenges</p> <p>Considers and tries out these diverse solutions, and employs one appropriate to the work</p>	<p>Recognizes challenges inherent in the work</p> <p>Brings ideas practiced previously into the development of the work with guidance.</p> <p>Generates limited strategies/techniques to address challenges</p> <p>Considers and tries out these solutions, and employs one appropriate to the work with guidance</p>	<p>Recognizes some challenges inherent in the work</p> <p>Brings few ideas practiced previously into the development of the work with guidance.</p> <p>Generates a strategy/technique to address challenges</p> <p>Tries out solution</p>
<p>Visual Arts Symbol Systems PBGR-VA, C1</p>	<p>Synthesizes a symbol system from established various cultures, artists, and periods of art</p>	<p>Applies/uses and adapts established symbol systems from various cultures, artists, and periods of art</p>	<p>Identifies and uses established symbol systems from various cultures, artists, and periods of art</p>	<p>Identifies and uses established symbol systems from various cultures, artists, and periods of art with guidance</p>

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<p>Portfolio Process PBGR-VA, C1</p>	<p>Maintains a portfolio of artwork</p> <p>Analyzes works' strengths and weaknesses</p> <p>Revises work to Advanced level</p> <p>Documents personal progress in great depth</p> <p>Analyzes qualities (elements of art, principles of design, expression, concepts) and how they evoke emotion and meaning</p>	<p>Maintains a portfolio of artwork</p> <p>Identifies works' strengths and weaknesses</p> <p>Revises work</p> <p>Documents personal progress</p> <p>Identifies qualities (elements of art, principles of design, expression, concepts) and how they evoke emotion and meaning</p>	<p>Maintains a portfolio of artwork with guidance</p> <p>Identifies some of the works' strengths and weaknesses</p> <p>Revises some work</p> <p>Documents personal progress with some guidance</p> <p>Identifies some qualities (elements of art, principles of design, expression, concepts) and how they evoke emotion and meaning</p>	<p>Maintains a portfolio of artwork with much guidance</p> <p>Identifies few of the works' strengths and weaknesses</p> <p>Revises little of the work</p> <p>Documents personal progress with much guidance</p> <p>Identifies few qualities (elements of art, principles of design, expression, concepts) and how they evoke emotion and meaning</p>
<p>Media and Processes PBGR-VA, C2</p>	<p>Shows expansive evidence of practice with materials</p> <p>Expands on uses of media, techniques, and processes with skill, confidence, and sensitivity so that intentions are carried out in works of art</p> <p>Demonstrates effective relationships between color and other elements and principles of design</p> <p>Demonstrates understanding of health and safety processes related to the arts</p>	<p>Shows evidence of practice with materials</p> <p>Selects and controls media, techniques and processes with skill, confidence, and sensitivity, so that intentions are carried out in works of art</p> <p>Demonstrates an understanding of color and the ways in which it can be applied to a work of art</p> <p>Exercises safe and healthy processes with tools and materials</p>	<p>Shows some evidence of practice with materials</p> <p>Selects and controls media, techniques and processes with some skill, confidence, and sensitivity, so that some intentions are carried out in works of art</p> <p>Demonstrates some understanding of color and the ways in which it can be applied to a work of art</p> <p>Exercises some safe and healthy processes with tools and materials</p>	<p>Shows little evidence of practice with materials</p> <p>Selects and controls media, techniques and processes with little skill, confidence, and sensitivity, so that few intentions are carried out in works of art</p> <p>Demonstrates little understanding of color and the ways in which it can be applied to a work of art</p> <p>Exercises few safe and healthy processes with tools and materials</p>

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Connections with Other Subject Areas/Disciplines PBGR-VA, C3	Synthesizes concepts learned in other disciplines to art work in order to communicate intent	Applies concepts learned in other disciplines to art work in order to communicate intent	Applies concepts learned in other disciplines to art work	Recognizes concepts learned in other disciplines to art work
Direct Observation PBGR-VA, C1	<p>Create work based on in depth analysis of observed subject</p> <p>Construct artwork utilizing highly accurate proportional relationships to subject</p> <p>Create sophisticated modifications from observed subject based on previously planned decisions (when applicable – for ex., creating distortion)</p>	<p>Create work based on analysis of observed subject</p> <p>Construct artwork utilizing proportional relationships to subject</p> <p>Create modifications from observed subject based on previously planned decisions (when applicable – for ex., creating distortion)</p>	<p>Create work observing a subject</p> <p>Construct artwork utilizing some proportional relationships to subject</p> <p>Create rough modifications from observed subject based on previously planned decisions (when applicable – for ex., creating distortion)</p>	<p>Create work based on little observation of a subject</p> <p>Construct artwork utilizing little proportional relationships to subject</p> <p>Create crude modifications from observed subject based on previously planned decisions (when applicable – for ex., creating distortion)</p>

RESPONDING
Documented Response to a *Discussion or Debate about Art*

Visual Art Proficiency Based Graduation Requirements

	Exceeds Standard	Meets Standard	Below Standard	
	Advanced	Proficient	Emerging	Beginning
	4	3	2	1
Organization (sets context, makes argument, defends with evidence, conclusion) PBGR-VA, R2	The student... Evaluates process and meaning; thoroughly communicates a personal reaction to a work of art	The student... Analyzes process and meaning; clearly communicates a personal reaction to a work of art	The student... Identifies process and meaning; communicates some personal reaction to a work of art	The student... Identifies minimal process and meaning; communicates little personal reaction to a work of art
Details/ Evidence from Piece PBGR-VA, R1	Evaluates the main subjects' symbols and ideas in exemplar work	Analyzes the main subjects' symbols and ideas in exemplar work	Describes the main subjects' symbols and ideas in exemplar work	Identifies the main subjects' symbols and ideas in exemplar work
Knowledge of another culture and/or artistic period PBGR-VA, R2	Evaluates artwork from other cultures, periods and local/global symbol systems	Analyzes artwork, and the impact of art, from other cultures, periods and local/global symbol systems	Describes artwork from other cultures, periods and local/global symbol systems	Identifies artwork from other cultures, periods and local/global symbol systems
Connections Between Content/Concepts in other Disciplines PBGR-VA, R3	Synthesizes the content/ concepts learned in the visual arts and in other disciplines	Analyzes the relationship between the content/concepts learned in the visual arts and in other disciplines	Describes some relationship between the content/concepts learned in the visual arts and in other disciplines	Finds little relationship between the content/concepts learned in the visual arts and in other disciplines
Value gained by personal involvement PBGR-VA, R2	Evaluates the personal value gained through involvement in the arts	Analyzes the personal value gained through involvement in the arts	Describes some of the personal value gained through involvement in the arts	Identifies some personal value gained through involvement in the arts

RESPONDING
Narrative Reflective Statement about Exemplar Work

Visual Art Proficiency Based Graduation Requirements

	Advanced 4	Proficient 3	Emerging 2	Beginning 1
<p>Subject Matter, Symbols, and Ideas (PBGR-VA R1, R2)</p> <p>GSE: (W-10-6.1, 6.2, 6.4; W-10-7.2, 7.4, 7.5; 10-8.2, 8.3)</p>	<p>The student...</p> <p>Identifies, in great detail, relevant properties of the work that can be seen, named, and described with certainty</p> <p>Analyzes extensively the interrelationships and organization of art concepts and subject matter</p> <p>Interprets, based on in depth analysis, to identify meaning of work</p> <p>Evaluates work based on preceding in depth analysis and with analysis of craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork</p>	<p>The student...</p> <p>Identifies relevant properties of the work that can be seen, named, and described with certainty</p> <p>Analyzes interrelationships and organization of art concepts and subject matter</p> <p>Interprets, based on analysis, to identify meaning of work</p> <p>Evaluates work based on preceding analysis and describing craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork</p>	<p>The student...</p> <p>Identifies some properties of the work that can be seen, named, and described with certainty</p> <p>Analyzes some of the interrelationships and organization of art concepts and subject matter</p> <p>Interprets based on some of the analysis to identify meaning of work</p> <p>Evaluates work based on some of the preceding analysis and describing some craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork</p>	<p>The student...</p> <p>Identifies few properties of the work that can be seen, named, and described with certainty</p> <p>Analyzes a few of the interrelationships and organization of art concepts and subject matter</p> <p>Interprets based on little analysis to identify meaning of work</p> <p>Evaluates work based on little preceding analysis and describing little craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork</p>
<p>Role in Culture and Society (PBGR-VA, R2)</p> <p>GSE: (W-10-6.1,6.2; W-10-8.2, 8.3)</p>	<p>Analyzes social and/or cultural impact of work with supported arguments with evidence, citing sources of information when appropriate and includes appropriate facts and details, excludes extraneous information</p> <p>Uses several strategies to inform & defend, such as, anecdotes, statistics, details, descriptions, examples, etc</p>	<p>Identifies social and/or cultural impact of work with supported valid arguments with evidence, citing sources of information when appropriate and includes appropriate facts, and details, excludes extraneous information</p> <p>Uses at least one strategy to inform and defend, such as, anecdotes, statistics, details, descriptions, examples, etc</p>	<p>Identifies social and/or cultural impact of work with attempts to support arguments but some evidence and/or analysis lacks clarity, accuracy or correct citations. Most facts & details are relevant</p> <p>Some strategies to inform & defend are unclear or ineffective</p>	<p>States that artwork has social and/or cultural impact with attempts to support arguments but some evidence and/or analysis lacks clarity, accuracy or correct citations. Most facts & details are relevant</p> <p>Some strategies to inform & defend are unclear or ineffective</p>

RESPONDING
Narrative Reflective Statement about *Exemplar Work*

Visual Art Proficiency Based Graduation Requirements

	Advanced 4	Proficient 3	Emerging 2	Beginning 1
Records, Reflects, Shapes and/or Interprets History (PBGR-VA, R2) GSE (W-10-6.5,6.6)	Analyze how artwork records, reflects, shapes, and/or interprets the past, present and future, using effectively supported valid arguments with detailed evidence, citing sources and/or includes facts and details, excludes extraneous information Uses several strategies to inform & defend, such as, anecdotes, statistics, details, descriptions, examples, etc	Identifies how artwork records, reflects, shapes, and/or interprets the past, present and future, using supported valid arguments with evidence, citing sources and/or includes facts and details, excludes extraneous information Uses at least one strategy to inform and defend, such as, anecdotes, statistics, details, descriptions, examples, etc	Identifies how artwork records, reflects, shapes, and/or interprets the past, present and future, using attempts to support arguments but some evidence and/or analysis lacks clarity, accuracy or correct citations. Most facts & details are relevant Some strategies to inform & defend are unclear or ineffective	States that artwork records, reflects, shapes, and/or interprets the past, present and future, where most arguments are not supported with valid or clear evidence and/or most interrelations are inaccurate and/or not correctly cited Little attempt at using strategies to inform
Connections Between Content/Concepts in other Disciplines (PBGR-VA, R3)	Analyze contextual/conceptual connections artwork has with other discipline(s) by comparing and contrasting specific correlating examples	Identifies contextual/conceptual connections artwork has with other discipline(s) by citing specific correlating examples	Identifies vague contextual/conceptual connections artwork has with other discipline(s) by citing general correlating examples	States that there is a contextual/conceptual connection artwork has with other discipline(s)
Value gained by Personal Involvement (PBGR-VA, R2) GSE: (W-10-6.4)	Analyzes a connection of new appreciation based on new knowledge Analyzes how reflective process expands personal value of art	Identifies a connection of new appreciation based on new knowledge Identifies how reflective process expands personal value of art	Identifies a connection of new appreciation based on new knowledge Identifies vaguely how reflective process expands personal value of art	Identifies some connection of new appreciation based on new knowledge States that reflective process has expanded personal value of art
Creates an organizing structure GSE: (W-10-1)	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex	The response is clearly organized from beginning to end. This includes an opening, body, and closure	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed	The organization is incomplete or one or more of the elements causes confusion

RESPONDING
Narrative Reflective Statement about *Exemplar Work*

Visual Art Proficiency Based Graduation Requirements

	Advanced 4	Proficient 3	Emerging 2	Beginning 1
Demonstrates understanding of English language conventions GSE: (W-10-9)	Demonstrates mastery of usage, grammar, punctuation, sentence construction, and spelling Without errors in language use	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling Occasional errors do not interfere with meaning	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling Frequent errors interfere with meaning	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling Numerous errors interfere with meaning
Revises to clarify meaning GSE: (W-10-1)	Ample and convincing evidence that the additions, deletions, substitutions and/or rearrangements are substantive and significantly improve the clarity, focus, or impact of the writing The writer's understanding of how and/or why the changes were necessary and beneficial is clear, thorough, and insightful	Clear and convincing evidence that the additions, deletions, substitutions and/or rearrangements are substantive and significantly improve the clarity, focus, or impact of the writing The writer's understanding of how and/or why the changes were necessary and beneficial is clear and thorough	Some evidence that additions, deletions, substitutions and/or rearrangements are substantive and significantly improve the clarity, focus, or impact of the writing The writer may not clearly understand what changes were needed or be able to convincingly and accurately explain why or how	Few substantive changes or changes which fail to improve the clarity, focus, or impact of the writing The writer lacks understanding of what to change and/or why

RESPONDING
Narrative Statement about a Student's Own Work

Visual Art Proficiency Based Graduation Requirements

	Exceeds Standard	Meets Standard	Below Standard	
	Advanced	Proficient	Emerging	Beginning
	4	3	2	1
Analysis of creating process PBGR-VA, R2	The student... Analyzes process in depth by referencing conceptual beginnings and problem solving and decision making strategies and techniques	The student... Analyzes process by referencing conceptual beginnings and problem solving and decision making strategies and techniques	The student... Identifies process by referencing conceptual beginnings and problem solving and decision making strategies and techniques	The student... Identifies some of the process by referencing conceptual beginnings and problem solving and decision making strategies and techniques
Reflecting on meaning of work PBGR-VA, R2 GSE: (W-10-6.1, 6.2, 6.4; W-10-7.2, 7.4, 7.5; 10-8.2, 8.3)	Identifies in detail things about the work that can be seen, named, and described with certainty Analyzes extensively the interrelationships and organization of art elements and subject matter Interprets based on deep analysis to identify meaning of work	Identifies things about the work that can be seen, named, and described with certainty Analyzes interrelationships and organization of art elements and subject matter Interprets based on analysis to identify meaning of work	Identifies some things about the work that can be seen, named, and described with certainty Analyzes some of the interrelationships and organization of art elements and subject matter Interprets based on some of the analysis to identify meaning of work	Identifies few things about the work that can be seen, named, and described with certainty Analyzes a few of the interrelationships and organization of art elements and subject matter Interprets based on little analysis to identify meaning of work
Assessment of work PBGR-VA, R2	Evaluates work based on preceding in depth analysis of work's meaning and with analysis of craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork	Evaluates work based on work's meaning and describing craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork	Evaluates work based on some of the preceding analysis of work's meaning and describing some craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork	Evaluates work based on little preceding analysis of work's meaning and describing little craftsmanship, design quality, expressiveness, originality, and comparison of similar kind of artwork

RESPONDING
Narrative Statement about a Student's Own Work

Visual Art Proficiency Based Graduation Requirements

Value gained by personal involvement in visual arts PBGR-VA, R2) GSE (W-10-6.4)	Analyzes a connection of new understanding/appreciation based on new knowledge Analyzes how reflective process expands personal value of art	Identifies a connection of new understanding/appreciation based on new knowledge Identifies how reflective process expands personal value of art	Identifies some connection of new understanding/appreciation based on new knowledge Identifies vaguely how reflective process expands personal value of art	Identifies little connection of new understanding/appreciation based on new knowledge States that reflective process expands personal value of art
Knowledge of another culture and/or artistic period PBGR-VA, R2 GSE (W-10-6.5,6.6)	Analyzes effective use of cultural and/or art historical references in artwork Effectively supports valid arguments with detailed evidence, citing sources of information when appropriate; Includes appropriate facts and details, excludes extraneous information Uses several strategies to inform & defend, such as, anecdotes, statistics, details, descriptions, examples, etc	Identifies effective use of cultural and/or art historical references in artwork Supports valid arguments with evidence, citing sources of information when appropriate; Includes appropriate facts and details, excludes extraneous information Uses at least one strategy to inform and defend, such as, anecdotes, statistics, details, descriptions, examples, etc	Identifies vaguely effective use of cultural and/or historical references in artwork Attempts to support arguments but some evidence and/or analysis lacks clarity, accuracy or correct citations. Most facts & details are relevant Some strategies to inform & defend are unclear or ineffective	States that there is effective use of cultural and/or historical references in artwork Most arguments are not supported with valid or clear evidence and/or most interpretations are inaccurate and/or not correctly cited Little attempt at using strategies to inform
Connections Between Content/Concepts in other Disciplines PBGR-VA, R3	Analyze contextual/conceptual connections artwork has in other discipline(s) comparing and contrasting specific correlating examples	Identifies contextual/conceptual connections artwork has in other discipline(s) citing specific correlating examples	Identifies loose contextual/conceptual connections artwork has in other discipline(s) citing general correlating examples	States that there is a contextual/conceptual connection artwork has in other discipline(s)
Engages and orients the reader GSE: W-10-14.1, 14.2, 14.3	Engages the reader by establishing in depth context Analyzes the artwork's significance as the basis for the reflection Uses an organizational structure that allows for a progression of ideas to develop	Engages the reader by establishing context Analyzes the artwork's significance as the basis for the reflection Uses an organizational structure that allows for a progression of ideas to develop	Engages the reader by establishing context Analyzes the artwork's significance as the basis for the reflection Uses an organizational structure that allows for a progression of ideas to develop	Engages the reader by establishing context Analyzes the artwork's significance as the basis for the reflection Uses an organizational structure that allows for a progression of ideas to develop

RESPONDING
Narrative Statement about a Student's Own Work

Visual Art Proficiency Based Graduation Requirements

<p>Uses a range of writing strategies GSE: W-10-14.4</p>	<p>Skillfully uses a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p>	<p>Uses a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p>	<p>Uses some elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p>	<p>Uses few elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p>
<p>Creates an organizing structure GSE: W-10-1, 14.5</p>	<p>The narrative is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex</p>	<p>The narrative is clearly organized from beginning to end. This includes an opening, body, and closure</p>	<p>The narrative includes an opening, body, and closure; however, one or more of these elements is not fully developed</p>	<p>The organization is incomplete or one or more of the elements causes confusion</p>
<p>Demonstrates understanding of English language conventions GSE: W-9</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling No errors</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling Occasional errors do not usually interfere with meaning</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling Frequent errors interfere with meaning</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling Numerous errors interfere with meaning</p>
<p>Revises to clarify meaning GSE: W-10-1</p>	<p>Ample and convincing evidence that the additions, deletions, substitutions and/or rearrangements are substantive and significantly improve the clarity, focus, or impact of the writing The writer's understanding of how and/or why the changes were necessary and beneficial is clear, thorough, and insightful</p>	<p>Clear and convincing evidence that the additions, deletions, substitutions and/or rearrangements are substantive and significantly improve the clarity, focus, or impact of the writing The writer's understanding of how and/or why the changes were necessary and beneficial is clear and thorough</p>	<p>Some evidence that additions, deletions, substitutions and/or rearrangements are substantive and significantly improve the clarity, focus, or impact of the writing The writer may not clearly understand what changes were needed or be able to convincingly and accurately explain why or how</p>	<p>Few substantive changes or changes which fail to improve the clarity, focus, or impact of the writing The writer lacks understanding of what to change and/or why</p>