

## Descriptors for High School Performance Standards Levels\*

Proficient	Accomplished	Advanced
<p>Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community.<sup>i</sup> They understand the art form to be an important form of personal realization and wellbeing, and make connections between the art form, history, culture and other learning.<sup>ii</sup></p>	<p>Students at the Accomplished level are -- with minimal assistance -- able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication<sup>iii</sup> and expression. They use the art form for personal realization<sup>iv</sup> and wellbeing,<sup>v</sup> and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p>	<p>Students at the Advanced level independently identify challenging arts problems based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>
<p>A level of achievement attainable by most students who complete a high-school level course<sup>vi</sup> in the arts (or equivalent) beyond the foundation of quality PreK-8 instruction.</p>	<p>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the Proficient level.</p>	<p>A level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement.</p>

<sup>i</sup> Goal 5: Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

<sup>ii</sup> Goal 3: Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

<sup>iii</sup> Goal 1: Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

<sup>iv</sup> Goal 2: Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

<sup>v</sup> Goal 4: Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

<sup>vivivi</sup> Carnegie Unit (120 hours of study). As stated in the NCES Secondary Course Code book (<http://nces.ed.gov/pubs2007/2007341.pdf>): “**Element 3. Available Credit** identifies the amount of Carnegie unit credit available to a student who successfully meets the objectives of the course. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. A Carnegie unit is thus a measure of ‘seat time’ rather than a measure of attainment of the course objectives. While some schools and districts use a performance—or competency—based metric of student progress, the Carnegie unit remains the predominant metric of student progress in schools in the United States and is part of the SCED framework. This document uses the term ‘credit’ to refer to what high school students typically earn upon completing a