



URBANDALE
COMMUNITY SCHOOL DISTRICT

1st Grade Art

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Practice	1.0	I can create artwork using various media and skills	3.0
Project A	2.0		
Observational Data	3.0		
Project B	3.0		

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.

Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.

Deeper level of application of learning requirement related to grade level standard.

Grade level understanding and application of standard.

Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.

Learning Requirement: I can create artwork using various media and skills.		
Prioritized Standard: VA:Cr2.1.1.Ka Through experimentation, build skills in various media and approaches to artmaking.		
Supporting Standards: VA:Cr2.3.Ka Create art that represents natural and constructed environments. VA:Cr3.1.Ka Explain the process of making art while creating. VA:Re.7.2.Ka Describe what an image represents.		
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Demonstrates high quality craftsmanship and shows individuality in creating artwork, and artwork is personally authentic. 	For example, student takes care and works diligently to create a individual work of art that reflects personal preferences.
3.0 Meets Grade Level Standard	The student will: Through experimentation, create art that supports building skills in various media and approaches to artmaking.	For example, students practice cutting shapes , painting , and glueing to create artwork.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: color, line, shape, texture, pattern, movement The student will perform basic processes such as: <ul style="list-style-type: none"> Identify various lines and shapes. Identify secondary and primary colors. 	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.

The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

1st Grade Learning Requirements & Proficiency Scales

Unit Alignment	Learning Requirements
All Units	I can explore various materials to develop artistic ideas and create.
All Units	I can create art in response to a specific piece/s of art

Learning Requirement: I can **explore various materials to develop artistic ideas and create.**

Prioritized Standard:

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Supporting Standard:

VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.

VA:Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <p>Demonstrates high quality craftsmanship and shows individuality in creating artwork, and artwork is personally authentic.</p>	For example, student takes care and works diligently to create a individual work of art that reflects personal preferences.
3.0 Meets Grade Level Standard	<p>The student will:</p> <p>Create an artwork using different materials and tools,(VA:Cr2.1.1a)</p>	For example, student creates artwork using various materials and tools, and can explain their creative choices to peers/teachers.
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary: lines, shapes, secondary, primary, resist painting, expression, printmaking, trapezoid, pentagon</p> <p>The student will perform basic processes such as:</p> <ul style="list-style-type: none">Identifying different materials and tools, understanding the properties of materials (e.g., paper, clay, paint)Knowing how tools can manipulate materials (e.g., scissors, brushes)Applying the creative process in art and designIdentifying and using appropriate materials for art projects	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **create art in response to a specific piece/s of art**

Prioritized Standard:

VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

Supporting Standard:

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.

VA:Re7.2.1a Compare images that represent the same subject.

VA:Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Create an original piece of art that incorporates similar elements to express their personal response and can explain its purpose in their own words.	For example, student creates a painting in response to one by a famous artist. The student can write or discuss how the colors they chose (bright colors like yellow, pink, and blue) make them feel happy, just like the famous painting they are responding to. The student work demonstrates their ability to observe, interpret, and express their feelings through original art in response to another work of art.
3.0 Meets Grade Level Standard	The student will: Create art in response to a specific piece of art from a different places, times, and cultures.	For example, students listen to and view a <i>story/book</i> , connecting the theme of the importance of identity and self. In response, students create an original piece of art that represents them.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: purpose, artistic response, personal expression The student will perform basic processes such as: <ul style="list-style-type: none">• Observe art• Express ideas through art• Understand why the artist created the piece (purpose)	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	