

***SCHOOL  
IMPROVEMENT  
PLAN***



***ABINGTON HIGH  
SCHOOL***

***2019-2020***

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**ABINGTON HIGH SCHOOL  
SCHOOL COUNCIL**

Teresa Sullivan	Principal/Co-Chairperson	
Susan Crowley	Community Representative Co-Chairperson	Term ends September 2019
Carrie Balasco	Teacher	Term ends September 2019
Susan Buckley	Parent	Term ends September 2019
Kate Casey	Teacher	Term ends September 2020
Kerry Donovan	Parent	Term ends September 2020
Steven Maguire	Parent	Term ends September 2019
Fraser Toomey	Student Representative	Term ends June 2019
Colby Chryssicus	Student Representative	Term ends June 2020

<i>Non-voting participants:</i>	<i>Assistant Principal</i>	<i>Laura Louko</i>
	<i>School Committee Rep</i>	<i>Jannette Leary</i>

# ABINGTON PUBLIC SCHOOLS

## Mission Statement

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

## Guiding Principles

### *We Believe In...*

- Making decisions in the best interests of students.
- Supporting all students in achieving success.
- Fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- Creating a safe, tolerant, supportive, organized, and equitable learning environment.
- Providing challenging educational experiences that build character.
- Developing self-discipline and personal responsibility.
- Promoting creativity, problem solving, effective communication, and critical thinking skills.
- Cultivating the educational partnership among home, school, and community.
- Nurturing a culture of collaboration, collegiality, and mutual respect.
- Encouraging staff initiative and innovation.
- Implementing professional development that is essential for effective instruction and improved student learning.
- Reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- Recognizing that effective and appropriate technology is essential for teaching and learning.
- Inspiring all students to become life-long learners.

## Goals and Objectives

### *Teaching and Learning*

#### **1 To improve student performance through curriculum, instruction, and assessment.**

- 1.1 Provide rigorous and relevant curriculum and instruction in an optimal learning environment.
- 1.2 Analyze student performance data from a variety of sources to make informed decisions.
- 1.3 Commit time and resources for meaningful collaboration and high quality professional development.

### *Technology*

#### **2 To maximize opportunities provided by technology to transform teaching and learning**

- 2.1 Provide all staff and students access to current hardware and software, achieving one to one computing ratio.
- 2.2 Develop technology literacy curriculum for all students.
- 2.3 Continue to provide professional development in instructional technology.
- 2.4 Provide appropriate instructional technology support.
- 2.5 Commit to regular plan to evaluate, consider, and acquire emerging technology.

***Finance and District Operations***

***3 To obtain and responsibly manage equitable, predictable, and sustainable funding for educational programs, facilities, and operations.***

- 3.1 Collaborate with the community, local, state, and federal officials to obtain sustainable and predictable financial support.
- 3.2 Provide transparency and encourage community participation in the budgetary process.
- 3.3 Plan and secure funding through traditional and alternative sources, in order to provide state-of-the-art facilities, infrastructure, technology, and other capital projects.
- 3.4 Provide relevant professional development in the area of technology to maximize data management and business community.

***Facilities***

***4 To provide state-of-the-art facilities.***

- 4.1 Secure the necessary votes to support the renovation, expansion, and/or construction of school facilities.
- 4.2 Present required Massachusetts School building Authority (MSBA) applications and have them accepted and funded.
- 4.3 Begin work on MSBA and town funded projects as soon as possible.
- 4.4 Continue to avail ourselves of alternative funding sources for maintenance and upgrades to school facilities.

***Community Support***

***5 To generate strong community support for the school district.***

- 5.1 Create and implement a plan to effectively communicate the achievements of the students and staff of the Abington Public Schools.
- 5.2 Increase family and community participation in the educational process and the life of the schools.
- 5.3 Broaden out students' awareness of their responsibility to participate in their community.
- 5.4 Build strong community support for education through the approval of the annual budget and special budget requests at town meeting.

# Abington High School



## Mission Statement

OUR MISSION IS TO PROVIDE A LEARNING ENVIRONMENT THAT PROMOTES THE INTELLECTUAL, ARTISTIC, PHYSICAL, CULTURAL AND EMOTIONAL DEVELOPMENT OF OUR STUDENTS. WE SEEK TO CREATE AN EDUCATIONAL EXPERIENCE BASED UPON A CURRICULUM REFLECTING THE STANDARDS SET FORTH IN THE MASSACHUSETTS CURRICULUM FRAMEWORKS. RECOGNIZING AND SERVING INDIVIDUAL DIFFERENCES, INTERESTS AND ABILITIES, OUR EDUCATIONAL COMMUNITY AIMS TO PREPARE STUDENTS TO BECOME INFORMED, SKILLED AND RESPONSIBLE CITIZENS.

### ABINGTON HIGH SCHOOL STUDENTS WILL:

**COMMUNICATE** effectively through speaking, writing, the arts and technology.

**DEMONSTRATE** high level thinking skills to reason and problem solve.

**WORK** toward mastery of course specific content.

**PARTICIPATE** productively in their own educational progress.

**ACT** with respect toward the people, property and safety of our school community.

**EXHIBIT** appropriate social behavior that reflects kindness and tolerance.

## STUDENT ACHIEVEMENTS

1. Abington High School was recognized as a 2018 National Blue Ribbon – Exemplary Gap Closing School. Only four traditional high schools in the nation were recognized in this category.
2. Many Abington High School students will take Advanced Placements tests in May 2019 in Biology, Calculus AB, Computer Science Principles, English Language and Composition, English Literature and Composition, European History, Spanish Language and Culture, Statistics, US Government and Politics and US History.
3. Two Abington High School students were elected as student representatives to the Massachusetts Student Advisory Council.
4. Seven non-traditional athletes participated in Unified Sports soccer, basketball and kickball games as members of Abington High School athletic teams.
5. A member of the Cooperative Program sponsored “Rock Your Socks” for the joy of adversity for World Down Syndrome Day.
6. Two Abington High School seniors met all requirements to advance to finalist standing in the 2019 National Merit Scholarship Competition. Two seniors were named Commended Students in the competition.
7. The National Honor Society inducted thirty-five new members in recognition of their outstanding qualities of scholarship, leadership, service and character.
8. Thirty-one Abington High School seniors qualified for the prestigious John and Abigail Adams Scholarship. The Adams Scholarship provides a tuition waiver for four years of undergraduate education at Massachusetts state colleges and universities for students who are accepted.
9. The Abington High School Athletic and Wellness departments partnered with Mass Heartbeat to provide heart screenings for all students.
10. The Green Wave Gazette staff and contributors earned five badges for School Newspaper Organization (SNO) for continuous coverage, site excellence, story page excellence, excellence in writing and audience.
11. Two Abington High School students won the Best of SNO awards for Green Wave Gazette articles.
12. Two Abington High School sophomores created a weekly podcast, The Weekly Wave, as part of a new feature of the Green Wave Gazette.
13. The 2018 edition of the Students Arts Magazine received a rank of Excellent in the NCTE Recognizing Excellence in Art and Literary Magazines Program.
14. Many Abington High School students saw their work of nonfiction, fiction and poetry published in the Green Wave Gazette and the Student Arts Magazine.

15. One Abington High School student was chosen to have her photograph exhibited at the Emerging Young Artists exhibit at UMass Dartmouth.
16. Many Abington High School students traveled to the Dominican Republic, Germany, Switzerland and Austria and Japan in 2019.
17. Seven students earned Boston Globe Scholastic Art Awards in 2018 in Digital Art, Drawing, Film, Illustration, Mixed Media, Painting and Photography.
18. Five Abington High School students auditioned and were selected to represent the high school in the 2018 Southeastern Massachusetts Scholastic Bandmasters Association (SEMSBA) Festival.
19. Three Abington High School students were selected to Bridgewater State University Honors Band.
20. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.
  - ❖ Abington High School Music students traveled to Disney World for a musical study tour in the spring of 2019. The students also performed for the Providence Bruins in February 2019.
  - ❖ Abington High School added Indoor Track and Field.
  - ❖ Abington High School won the South Shore League and MIAA District C Sportsmanship Award.
  - ❖ Abington High School received Individual Team Sportsmanship Awards for Boys' and Girls' Soccer, Volleyball, Football, Girls' Basketball and Boys' and Girls' Indoor Track and Field.
  - ❖ Abington High School student athletes and the School Athletic Advisory Council organized the 1<sup>st</sup> Annual Blackout Cancer Week, sponsoring t-shirt, wrist band and pledge card sales and the Girls' Volleyball team sponsored a "Pink Night" Bake Sale, raising \$3,000.00 for the American Cancer Society. They also sponsored "Pink Week" and raised \$2,000.00 during the Fall season.
  - ❖ The National Honor Society held an Annie's Kindness Blanket Making Evening and collected brand new store-bought teddy bears for Boston Children's Hospital.
  - ❖ Two Abington High School students were South Shore League Scholar-Athlete Award winners.
  - ❖ Abington High School students attended the Wellness Summit in support of Wellness Coordinator Kate Casey who was named the Wellness Director of the Year.
  - ❖ GSA Club members sold St. Patrick's Day rainbow-themed candy grams to raise money for the club.
  - ❖ Abington High School Anti-Bullying Club participated in "Mix It Up" Lunch, "Club Fair" Day and "Inspirational Sticky Note" Day as part of the 2019 February Anti-Bullying Week. Members read books with anti-bullying themes to students at Beaver Brook Elementary School in March 2019.
  - ❖ Peer Leaders sponsored and supported several community service projects such as Jeans for Troops and PJ Drive.
  - ❖ The Green Wave Gazette collected donations for animals affected by the California wildfires.
  - ❖ Sixteen Abington High School students participated in Math Team and finished a successful season. One AHS senior placed as the top-scoring senior.



**Summary of 2018-2019  
Abington High School  
School Improvement Plan**

Goal #1	Improve student performance and the acquisition of content knowledge and <i>college and career ready</i> skills through engaging instructional practices and a relevant and rigorous curriculum.
*2018 National Blue Ribbon –Exemplary Gap Closing School	
*Implemented a 1:1 laptop program	

Goal #2	Analyze student performance data to inform program, policy and staffing decisions.
*Created a Hygge Nook out of the Assistant Principal’s office	
*Recommended additional staff for ELA, Special Education and Emotional Health	

Goal #3	Support programs and policies that maintain an environment that is safe, substance-free, tolerant, respectful, and conducive to education.
*Added E-cigarette/Vape detectors to student restrooms	
*Trained all students in ALICE safety protocol	

Goal #4	Continue the New England Association of Schools and Colleges Self-Study Process
*Completed a successful Collaborative Conference Visit	

## ABINGTON HIGH SCHOOL

### School Improvement Goals 2019-2020

<b>Goal 1</b>	Improve student performance and the acquisition of content knowledge and <i>college and career ready</i> skills through engaging instructional practices and a relevant and rigorous curriculum.
<b>Goal 2</b>	Analyze student performance data to inform program, policy and staffing decisions.
<b>Goal 3</b>	Support programs and policies that maintain an environment that is safe, substance-free, tolerant, respectful, and conducive to education.
<b>Goal 4</b>	Review NEASC Collaborative Conference recommendations and propose resolutions.

**ABINGTON HIGH SCHOOL -- SCHOOL IMPROVEMENT GOAL #1**

<b>Goal #1</b>	<b>Improve student performance and the acquisition of content knowledge and <i>college and career ready</i> skills through engaging instructional practices and a relevant and rigorous curriculum.</b>
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<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
1. Review, align and complete curriculum guides for all courses.	Faculty Department Heads/Directors	Curriculum guides completed and posted to network	June 2020
2. Support a 1:1 technology program	Administration Faculty	Students increase use of Canvas	June 2020
3. Promote intellectual risk-taking	Administration Faculty	Professional Development provided	June 2020
4. Develop opportunities for personalized learning throughout the curriculum	Administration Faculty	Courses developed and alternatives/options provided within courses	June 2020

<b>Goal #2</b>	<b>Analyze student performance data to inform program, policy and staffing decisions.</b>
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<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
1. Develop a process to measure individual and school-wide progress in meeting core values, beliefs about learning and Vision of the Graduate.	Administration Faculty Community Students	Process developed Process implemented	June 2020
2. Use results of student assessments to write educator student growth goals.	Administration Faculty	Goals reflect analysis of student achievement	June 2020
3. Identify individual students and subgroups at risk and provide appropriate intervention and remediation.	Administration Faculty	MCAS summary report Remediation and intervention provided	June 2020

<b>Goal #3</b>	<b>Support programs and policies that maintain an environment that is safe, substance-free, tolerant, respectful, and conducive to education.</b>
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<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
1. Research and implement best practices to support social-emotional wellness of students.	Student Support Team	Practices recommended and implemented	June 2020
2. Add additional counseling staff.	Community School Committee	Staff added	June 2020
3. Develop and implement a plan to ensure the daily cleanliness and climate control.	Facilities Department	Building is clean and temperature appropriate	June 2020

<b>Goal #4</b>	<b>Review NEASC Collaborative Conference recommendations and propose resolutions.</b>
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<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
1. Develop a Vision of the Graduate, core values and beliefs about learning.	Administration Faculty Community Students	Vision developed	June 2020
2. Develop a school-wide plan for the use of common assessments, data analysis, rubrics and retest/retake policies.	Administration Faculty Students	Plan developed	June 2020
3. Investigate and implement opportunities for collaborative vertical articulation with Abington Middle School for social behavior, scheduling, and expectations for all students.	Administration Department Heads/Directors	Opportunities identified in the calendar/schedule	June 2020

## **APPENDIX A BY-LAWS**

### **Article I**

The purpose of the Abington High School Council is to provide students with the opportunities to attain their highest level of achievement.

### **Article II**

The make-up of the Council shall consist of the principal, three (3) parents of students attending the school, two (2) teachers, one (1) community representative at large and two (2) students. Regardless of the size of the Council, the number of parent representatives should be equal to the number of teachers who serve on the Council plus the principal. The number of community representative(s) at large cannot exceed fifty (50) percent of total membership of the Council.

### **Article III**

The officers of the Council shall consist of two (2) co-chairpersons, the principal and one other member of the Council and a secretary. One co-chairperson and a secretary will be elected by the Council

### **Article IV**

Parent representatives to the Council will be elected by the parents of students attending Abington High School. The election will be held by the Abington High School Parent-Teacher Organization. Teacher representatives to the Council will be elected by the teachers at Abington High School. Student representatives to the Council will be elected by the Abington High School student body. The community representative to the Council will be appointed by the principal.

### **Article V**

Parents, teachers and students will be elected to two-year terms. If for any reason a member of the Council cannot complete his or her term, an election will be held to replace that member until the original term expires. The community representative at large will be appointed by the principal to a two-year term.

## **APPENDIX B GROUND RULES**

- To schedule meetings a semester in advance.
- To post agenda for meetings in advance.
- To establish definitive meeting times.
- To establish an attendance policy (members are asked to contact one of the co-chairpersons if unable to attend a meeting.)
- To commit to focus on topic.
- To participate in active listening.
- To listen respectfully (members welcome public input when relevant to the topic under discussion.)
- To adhere to consensus decision making.



## APPENDIX C

### COMMON RUBRIC

#### Students will communicate effectively in writing

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Introduction</b>	Your introduction shows an understanding of the prompt and previews the structure of the essay	Your introduction shows some understanding of the prompt and previews some of the structure of the essay.	Your introduction does not show an understanding of the prompt nor does it preview the structure of the essay.
<b>Thesis</b>	Your thesis is clear.	Your thesis is somewhat clear, but needs more focus.	Your thesis is not clear.
<b>Supporting Detail</b>	You have provided relevant and accurate supporting detail developing your topic while advancing your thesis.	You have provided some relevant and accurate supporting detail and somewhat developed your topic.	You have not provided relevant and/or accurate supporting detail and did not develop your topic.
<b>Conventions (grammar, usage or spelling)</b>	You have made few, if any, errors, making it easy for the reader to follow the ideas in your essay.	You have made several errors that distract the reader from the ideas in your essay.	You have made so many errors that it is difficult for the reader to follow the ideas in your essay.
<b>Word Choice</b>	You have rich and effective word choices.	You have some variety in word choices.	You have simplistic word choices
<b>Sources</b>	You have used credible sources and have cited them correctly.	You have used some credible sources and have cited some of them correctly.	You have used few credible sources and do not cite them correctly.
<b>Conclusion</b>	Your conclusion follows logically from the thesis and wraps up your idea.	Your conclusion follows somewhat logically from the thesis and supporting detail in your essay and somewhat wraps up your idea.	Your conclusion does not follow logically from the thesis and supporting detail in your essay and fails to wrap up your idea.
<b>Organization</b>	Your paper is carefully and subtly organized.	Your paper is somewhat organized.	Your paper lacks organization.

**COMMON RUBRIC**  
**Students will communicate effectively via the spoken word.**

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Speaking</b>	You usually speak clearly, distinctly and at an even pace throughout your performance.	You sometimes speak clearly, distinctly and at an even pace during your performance.	You rarely speak clearly, distinctly or at an even pace for the audience to understand your performance.
<b>Attitude</b>	You usually maintain eye contact and project enthusiasm during your performance.	You sometimes maintain eye contact and/or project enthusiasm during your performance.	You rarely maintain eye contact or project enthusiasm during your performance.
<b>Content</b>	You present content that satisfies the requirements of the assignment.	You present content that meets some of the requirements of the assignment.	You rarely present content that meets the requirements of the assignment.
<b>Focus</b>	You stay focused during your performance and have a clear introduction and conclusion.	You stay focused during some of your performance and have a somewhat clear introduction and conclusion.	You are distracted during your performance and do not have a clear introduction or conclusion.
<b>Supporting Materials (optional: may include script, handouts, posters, props or technology)</b>	You usually use the required supporting materials with ease.	You sometimes use the required supporting materials with ease.	You rarely use the required supporting materials with ease or you do not use them at all.
<b>Clarifies</b>	You usually answer the clarifying questions of your audience.	You sometimes answer the clarifying questions of your audience.	You rarely answer the clarifying questions of your audience.

**COMMON RUBRIC**  
**Students will be able to communicate effectively by using technology.**

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does not meet Expectations</b>
<b>Use of Equipment/Applications</b>	You are capable of using the appropriate equipment/applications for the task independently.	You are somewhat capable of using the appropriate equipment/applications for the task, but seek tech support.	You are not capable of using the appropriate equipment and/or applications for the task and do not seek tech support.
<b>Compliance with AHS Technology Policies</b>	You comply with AHS technology policies.	You sometimes comply with AHS technology policies.	You do not comply with AHS technology policies.
<b>Trouble Shooting</b>	You can troubleshoot when you run into a technological difficulty.	You can sometimes troubleshoot when you run into a technical difficulty, but seek tech support.	You are unable to troubleshoot when you run into a technical difficulty and do not seek tech support.
<b>Content</b>	You include the content that the assignment requires.	You include some of the content required by the assignment.	You do not include the content the assignment requires.
<b>Organization</b>	You use most of the features of the program to organize information efficiently.	You can use some of the features of the program to organize information.	You cannot use the features of the program to organize information.
<b>Attractiveness</b>	Your use of font, color, graphics and effects enhances your presentation of information.	Your use of font, color, graphics and effects somewhat enhances your presentation of information.	Your use of font, color, graphics and effects does not enhance your presentation of information.
<b>Sources</b>	You document source information for all graphics, quotes and facts in the correct format.	You sometimes document source information for graphics, quotes and facts in the correct format.	You do not document source information for all graphics, quotes and facts in the correct form.
<b>Conventions (grammar, usage, spelling)</b>	You make few errors, and as a result, your ideas and information are easy to understand.	You make some errors that distract from your ideas/information.	You make so many errors that it is difficult to understand your ideas/information.
<b>Supporting Materials</b>	You provide appropriate supporting materials for your audience.	You provide some kind of supporting materials for your audience, but the materials are confusing, incomplete, or inappropriate.	You do not provide supporting materials for your audience.

## COMMON RUBRIC

**Students will use high level thinking skills to reason and problem solve.**

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does not meet Expectations</b>
<b>Comprehends</b>	You understand the assignment or problem, can recall pertinent information and express it in your own words.	You somewhat understand the assignment or problem and can recall some information with clarification and assistance.	You do not understand the assignment or problem, cannot recall information nor state it in your own words.
<b>Applies</b>	You apply appropriate knowledge and experience to the assignment.	You apply some appropriate knowledge and/or experience to the assignment.	You do not apply enough information or experience to the assignment.
<b>Analyzes</b>	You break down an assignment to identify steps or parts.	You break down some of the assignment but need to identify more steps or parts.	You do not break down the assignment to identify steps or parts.
<b>Synthesizes Information or Ideas</b>	You combine information for the purposes of solving a problem or supporting a thesis.	You combine some information or ideas but need to acquire more information or include more ideas or combine it differently to solve the problem or support your thesis.	You present but do not combine information or ideas on the subject of the problem or to support your thesis.
<b>Evaluates</b>	You compare and contrast ideas and information to select the best solution to the problem or the best evidence to support your thesis.	You compare and contrast ideas and information but do not select the best solution or the best evidence.	You do not compare and contrast ideas and information and/or do not select a solution or identify the best evidence.
<b>Concludes</b>	You complete the necessary steps to solve the problem correctly or present a thesis and supporting evidence to reach a valid conclusion.	You complete some of the necessary steps to solve the problem correctly or you present a thesis and supporting evidence that is close to a valid conclusion.	You do not complete the necessary steps to arrive at a correct answer to the problem or do not present a thesis or supporting evidence that reaches a valid conclusion.

### COMMON RUBRIC

Students will participate productively in their own educational progress.

<b>Students</b>	<b>Meet Expectations</b>	<b>Approach Expectations</b>	<b>Do Not Meet Expectations</b>
<b>Monitor Their Own Learning Process</b>	Usually keep track of progress in each class.	Keep track of progress in some classes or some of the time.	Do not keep track of progress in classes.
<b>Contribute Positively</b>	Usually attend and/or participate in class, school and community.	Sometimes attend and/or participate in class, school or community.	Rarely attend and/or participate in class, school or community.
<b>Prepare For Class</b>	Usually do homework and study for quizzes and tests thoughtfully and completely.	Sometimes do homework and/or study for quizzes and tests.	Rarely do homework or study for quizzes and tests.
<b>Seek Help</b>	Usually seek help when needed.	Sometimes seek help when needed.	Rarely seek help when needed.
<b>Listen Attentively</b>	Usually listen.	Sometimes listen.	Rarely listen.
<b>Manage Time</b>	Usually manage time productively.	Sometimes manage time productively.	Rarely manages time productively.

**COMMON RUBRIC**  
**Students will communicate effectively through the arts.\***

	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does not meet Expectations</b>
Art making and performance	You create successful works or performances in one or more in the arts.	You sometimes create works or performances in one or more in the arts.	You rarely create works or performances in one or more in the arts.
Arts history	Your work is informed by the history of the arts.	Your work is sometimes informed by the history of the arts.	Your work is rarely informed by the history of the arts.
Arts criticism	You effectively analyze, evaluate and judge your work and the works of others.	You attempt to analyze, evaluate and judge your work and the works of others.	You do not analyze, evaluate and judge your work and the works of others.
Aesthetics and the arts	Your work is informed by knowledge of style and aesthetic awareness.	Your work is somewhat informed by knowledge of style and aesthetic awareness.	Your work is not informed by knowledge of style and aesthetic awareness.
Creativity	Your work explores the creative process to a high degree and you strive to be original.	Your work explores the creative process to a moderate degree.	Your work does not explore the creative process.
Methods, materials, tools and techniques	You select methods, materials, tools and techniques to effectively communicate your art.	You sometimes select methods, materials, tools and techniques to communicate your art.	You do not select methods, materials, tools and techniques to communicate your art.
The distinctive language of art, music, theater or dance	You understand and effectively use the language of one or more of the arts.	You somewhat understand and use the language of one or more of the arts.	You do not understand and use the language of one or more of the arts.
The role of the artist and arts institutions	You understand the importance of people in arts professions and the value of arts institutions to culture and society.	You somewhat understand the importance of people in arts professions and the value of arts institutions to culture and society.	You do not understand the importance of people in arts professions and the value of arts institutions to culture and society.

\*Arts refers to the Visual Arts, Music, Theater or Dance