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| **Trait** | **Partially Meets Expectations** | **Approaching Expectations** | **Meets Expectations** |
| **Artistic**  **Intent** | The unit contains some opportunity for meaningful connections to students’ lives. The unit is often led by teacher direction, and when student choice and voice is included, it is limited or does not engage higher order thinking. | There are multiple ways students lead with their own artistic intent and understand the artistic intent of others. In most cases, the unit clearly connects students’ lives with the learning objectives and events. | The big ideas, essential questions, transfer goals, objectives, assessments, and learning events are all rooted in meaningful real-world life and is explicitly driven by either the student’s artistic intent or understanding another artist’s intent. |
| **Learning Objectives** | The unit identifies clear learning objectives. It is easy to see some natural links between the knowledge and skills students learn in the unit and the MA Arts standards. | Each learning event supports students learning in the knowledge or skills identified. It is easy to see numerous natural links to grade-appropriate MA Arts standards. | It is easy to see the natural links between all components of the unit and the MA Arts standards. The knowledge and skills learned in the unit is an integral and rigorous part of the progression of units across the course or year, which culminate in the full coverage of all of the eleven content standards. |
| **Learning**  **Tasks** | The learning task is clearly articulated. It is mostly clear what students are expected to do. | The learning task clearly connects to moving students’ understanding of the learning objectives. | Each learning task is both engaging and rigorous while clearly articulating high expectations for student learning. The learning task highlights how it pushes and shifts students’ thinking. |
| **Assessments** | There are clearly articulated assessments that communicate how students will be evaluated. In some instances, the assessment does not measure true student learning, but rather emphasizes student behavior (such as effort or task completion). | Evaluation criteria clearly articulates what it would mean to meet or not meet the expectations. The assessments measure student learning but in some instances do not set high expectations for this learning. | The unit includes a variety of formative and summative assessment methods. The assessment outcomes are rigorous and set high expectations for students with the likelihood that some students will not meet them on the first attempt. |
| **Progression** | The unit covers new material. It is not clear how many components of the unit relate to material previously covered or how these components connect to future learning. | The unit investigates new and highly relevant content. It is mostly clear how learning from this unit builds and expands on past units. The unit makes clear connections to future learning. | The overarching articulates on how students’ learning is deepened and expanded through this unit are clear. The progression from previous units and to future units supports full coverage of the standards over the course or year. |
| **Artists**  **and Artworks** | The unit identifies artists and artworks that connect to the unit theme. There are missed opportunities for celebrating artists and artworks representative of a variety of cultures, or the diversity of the artists is sometimes suppressed or appropriated. | There are some examples of diverse artists and artworks identified, but the coverage is sometimes superficial or key information is omitted. The artists and artworks identified connect to the learning objectives and big ideas within the unit. | There are examples of diverse artists and artworks being authentically celebrated in the unit, including a range of historical and contemporary artists. The representation of artists and artworks is closely aligned with the student population. (e.g. in a class with 50% Latinx students there are multiple examples of relevant artists and artworks.) |
| **Supports for**  **All Students** | There are examples of relevant ways to ensure all students can access the content and demonstrate learning. | The unit describes how the educator uses assessment results to modify instruction. Most of the unit provides supports for different learners. | There are numerous examples of ways to differentiate instruction and learning events to support all learners throughout the unit. The supports for different learners are based on assessment results and the principles of Universal Design for Learning (UDL). |