INDIVIDUAL ARTS ASSESSMENT PATHWAY PILOT

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

WHAT IS THE IAAP?

❑ The Individual Arts Assessment Pathway (IAAP) is graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the High School II Accomplished Performance Indicators in the [New York State Learning Standards for the Arts](#).

❑ The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers.

❑ The IAAP offers arts students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts.

❑ School Districts can choose to sign on to the IAAP based on student and community interest and program offerings

IAAP 4+1 PATHWAY

The IAAP could be used as an Arts Pathway pending approval from the Board of Regents

4

- All students must pass
- 4 required assessments
- (one in each discipline)

English | Math | Science | Social Studies

+1
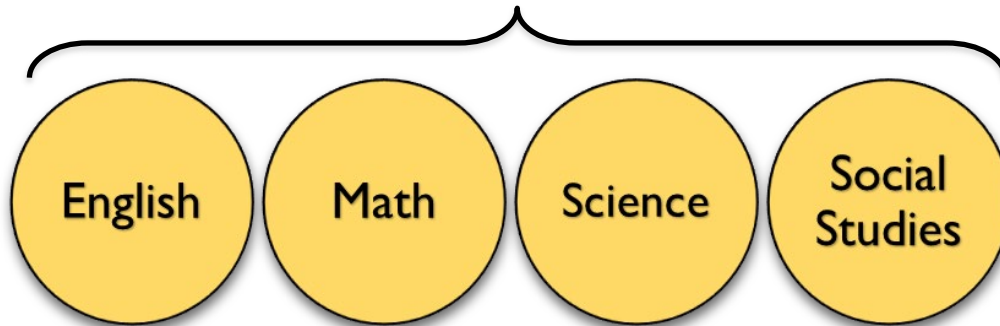
Pathways

- STEM
- Humanities
- Arts
- LOTE
- CTE
- CDOS

Diploma Types
Multiple Pathways

NYS ED .gov

NYSED IAAP DEVELOPMENT COMMITTEE WORK

The NYSED IAAP Development Committee is made up of Arts educators, administrators and faculty at institutes of higher education from across the state including the Big 5 and non-public schools. The Department has developed in collaboration with the committee an implementation guide and accompanying materials to support development of each district's local IAAP. These materials, disseminated in Winter 2022, will provide:

- An implementation guide for the IAAP for all five artistic disciplines (Visual or Media Arts, Music, Theatre or Dance)

- Guidance on implementation

- Committee report and program application forms and processes

- Final Portfolio grading guidance, considerations, and sample rubrics

- Sample tools for self and peer assessment

- An FAQ on implementation

The IAAP Development Committee will assist selected pilot schools and districts

with technical support as they work to apply for and implement the IAAP

IAAP AT A GLANCE

First Year

Students

- ❑ During first unit of study (Foundation level arts class) gain information on the IAAP 4+1 Pathway from your teacher.
- ❑ Meet with teacher for consultation to discuss interest or express tentative interest.
- ❑ Discuss and plan out HSII electives for the following year(s).
- ❑ Select one to two creative works that meet State determined IAAP portfolio criteria with guidance from teacher.

Teachers

- ❑ Introduce IAAP requirements and survey student interest.
- ❑ Follow District's plan for collection and storage of creative works either physically or digitally as applicable
- ❑ Assist students select artwork and artifacts that demonstrate their progress and growth through the year should they continue with the IAAP.

Districts

- ❑ Support teachers by offering professional development on IAAP implementation.
- ❑ Raise awareness of IAAP implementation with all stakeholders.
- ❑ Develop grading protocols and procedures to train teachers in implementation—this could be spread out over the first three years of the IAAP.

NYS ED.gov

Second Year

Students

- ❏ Declare intention to continue the IAAP during second unit of study (HSII electives).

- ❏ Self-select, with teacher guidance, two-three creative works that meet the appropriate Arts Standards and Performance Indicators at the HSII Accomplished level using a locally developed rubric or other mechanism. This process of self-selection (curation) transitions a portfolio from a *Working* to *Select* portfolio of two and/or two to three works that are saved for final submission.

Teachers

- ❏ Assist students in development of their creative ideas.

- ❏ Provide feedback on creative works.

- ❏ Develop (or utilize) tools for peer and self assessment.

- ❏ Assist student in choosing work for their *Select* portfolio and counsel on works included

Districts

- ❏ Continue to offer PD to teachers on submission, grading, and supporting students through the IAAP.
- ❏ Prepare to grade submitted portfolios based on a state and locally developed rubric for the Arts at the HSII Accomplished Level.

Third Year

Students

❏ At the end of the final unit of study, assemble *Final Portfolio* which includes*:*
  ❏ A student curated collection of five to six creative works (one from a foundation course, and two or more from each of the 2ⁿᵈ/3ʳᵈ unit of study);
  ❏ Measures such as self/peer-assessments, reflections and journal entries developed over time.

❏ Submit *Final Portfolio* for local grading.

Teachers

❏ Provide guidance for students in choosing all elements of the Final portfolio.

❏ Develop opportunities for feedback and reflection such as through critiques, peer or self-assessment.

❏ Assist students in submitting final portfolio for local scoring.

Districts

❏ Continue to offer PD to teachers on submission, grading, and supporting students through the IAAP.

❏ Prepare to grade submitted portfolios based on a state and locally developed rubric for the Arts at the HSII Accomplished levels.

PILOT APPLICATION PROCESS OVERVIEW

PROGRAM APPROVAL PROCESS

NYSED disseminates an implementation guide, program application form and guidance, and professional development modules for schools and districts in Winter 2022 *pending BOR approval

School Districts form IAAP Committee and complete program application

IAAP Committee (teachers/admins/BOCES) will assure that the IAAP portfolios and locally developed grading mechanisms are aligned with the appropriate New York State Learning Standards in the Arts. This committee will submit its program application for approval to the local Board of Education.

Program application submitted to local Board of Education for consideration and action

Board approved application submitted by Board to NYSED for final program approval by May 2022

LOCAL IAAP COMMITTEE

School Districts will form a local IAAP committee:

This committee creates a report that includes:

- Identification of IAAP program;

- Review of curriculum to verify which district schools can offer the IAAP

- Review of course offerings and staff certification;

- Possible alignment to other professional portfolio assessments (admission portfolio for arts IHE, portfolio for professional arts purposes, edTPA;

- Description of proposed staff development/training;

- Considerations for student access for IEP, SWD, MLL students.

The committee report should be completed by a team of arts educators, administrators, and other parties responsible for implementing and overseeing arts curricula in the District and/or region.

NYS ED .gov

DRAFT SUBJECT TO REVISION

PROGRAM APPLICATION

Program application will include:

- School information

- Projected enrollment

- Local IAAP Committee Report

- Program content—in which disciplines (Visual or Media Arts, Music, Theatre or Dance) will the IAAP be offered?

- List of current arts course offerings

- Grading rubric using Anchor standard frame from implementation guide

- Plan for local/regional grading

- Identification of District and/or School IAAP point person

ARTS STANDARDS CONCEPTUAL FRAMEWORK

New York State Learning Standards for the Arts
Conceptual Framework

Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes		**Anchor Standards**	
Cr Creating Conceiving and developing new artistic ideas and work.		1. Generate and conceptualize artistic ideas and work.	**All Arts Disciplines** Performance Indicators are written for each grade level, within each arts discipline: • Pre-K – 8 • High School o HSI – Proficient o HSII – Accomplished o HSIII – Advanced ……. **Music Only** General Music • Pre-K – 8 In additional strands: • Harmonizing Instruments, Traditional and Emerging Ensembles o Novice – Gr 5 o Intermediate – Gr 8 • Composition & Theory, Technology o HSI – Proficient o HSII – Accomplished o HSIII – Advanced
		2. Organize and develop artistic ideas and work.	
		3. Refine and complete artistic work	
Pr	**Performing** Music Dance Theater / Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	
	Presenting Visual Arts / Interpreting and sharing artistic work.	5. Develop and refine artistic techniques and work for presentation.	
	Producing Media Arts / Realizing and presenting artistic ideas and work.	6. Convey meaning through the presentation of artistic work.	
Re Responding Understanding and evaluating how the arts convey meaning.		7. Perceive and analyze artistic work.	
		8. Interpret meaning in artistic work.	
		9. Apply criteria to evaluate artistic work.	
Cn Connecting Relating artistic ideas and work with personal meaning and external context.		10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
		11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

NYS LEARNING STANDARDS FOR THE ARTS CONCEPTUAL FRAMEWORK

The 2017 Learning standards for the Arts are organized by Artistic Processes, Anchor Standards, and Performance Indicators based on Enduring Understandings (EU) and Essential Questions (EQ).

NYS ED .gov

Four Processes

The Arts Standards are organized in four Processes

Cr
Creating
Conceiving and developing new artistic ideas and work

Pr
Performing/ Presenting/Producing
Realizing artistic ideas and work through interpretation and presentation

Re
Responding
Understanding and evaluating how the arts convey meaning

Cn
Connecting
Relating artistic ideas and work with personal meaning and external context

NYS ED.gov

Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

Cr
Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Pr
Performing

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Re
Responding

7. Perceive and analyze artistic work.
8. Interpret meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Cn
Connecting

10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

NYS ED .gov

Grade Level Performance Indicators

The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the standards.

For further information please contact:

David W. Seligman, Associate in Instructional Services, Arts
Office of Curriculum and Instruction
New York State Education Department
David.Seligman@nysed.gov
http://www.nysed.gov/curriculum-instruction/arts