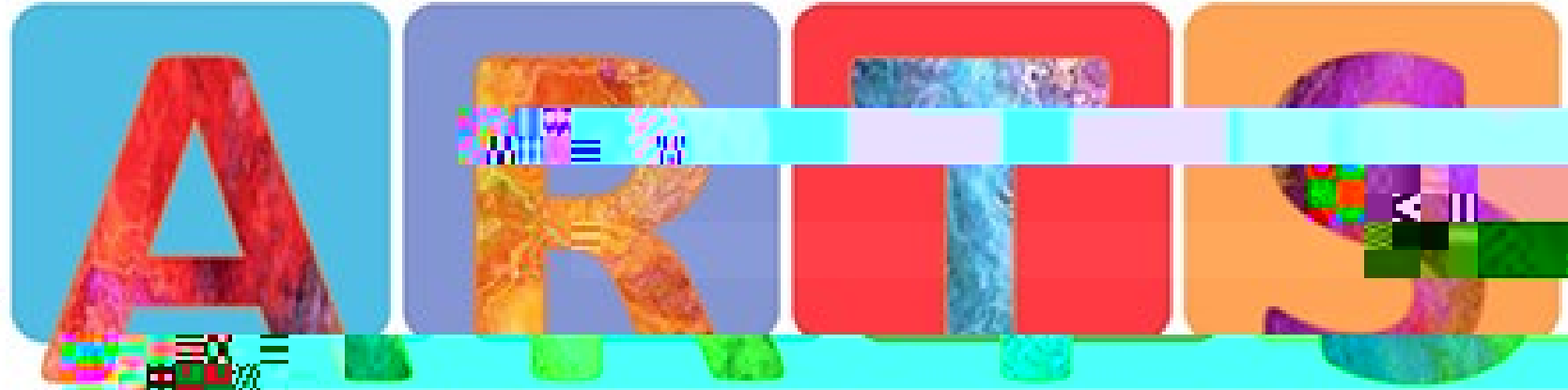


New York State Learning Standards for the



PRESENT

TOGETHER WE • CREATE • PERFORM • RESPOND • CONNECT
PRODUCE

Individual Arts Assessment Pathway (IAAP) Professional Development module

Module 1: Getting Started



Welcome

Welcome!

This Professional Development Module is part of a series available to assist Districts in applying for and implementing their local IAAP.

Module 1: Getting Started

Module 2: Planning and Applying for the IAAP

Module 3: Guidance for Students and Teachers

Forthcoming

Module 4: Grading IAAP Portfolios

Module 5: Wrap-up and Reflections



Module Objectives

Participants will be able to:

- ❑ Review the Conceptual Framework of the Learning Standards for the Arts
- ❑ Give an overview of the Individual Arts Assessment Pathway (IAAP) to interested students, parents, teachers and/or administrators
- ❑ Provide reasons why schools should consider creating their local IAAP
- ❑ Explain the timeline for a school to develop its IAAP
- ❑ Name the required components of the IAAP application form
- ❑ Know the timeline for the IAAP application process



Arts Standards Conceptual Framework



Conceptual Framework

Shared by All Arts Disciplines

Discipline Specific

Performance

Anchor Standards

1. Generate and conceptualize artistic ideas and work.

2. Organize and develop artistic ideas and work.

3. Refine and complete artistic work.

Performing

Realizing artistic ideas and work

4. Select, refine, and realize artistic work for presentation.

5. Analyze artistic work.

6. Perceive and analyze artistic work.

7. Interpret meaning in artistic work.

8. Apply criteria to evaluate artistic work.

9. Relate and connect work and experiences to inspire and inform artistic work.

10. Create and analyze works of art that are informed by and contribute to cultural and historical understanding, and in turn, how artistic ideas shape cultures past, present, and future.

NYS LEARNING STANDARDS FOR THE ARTS CONCEPTUAL FRAMEWORK



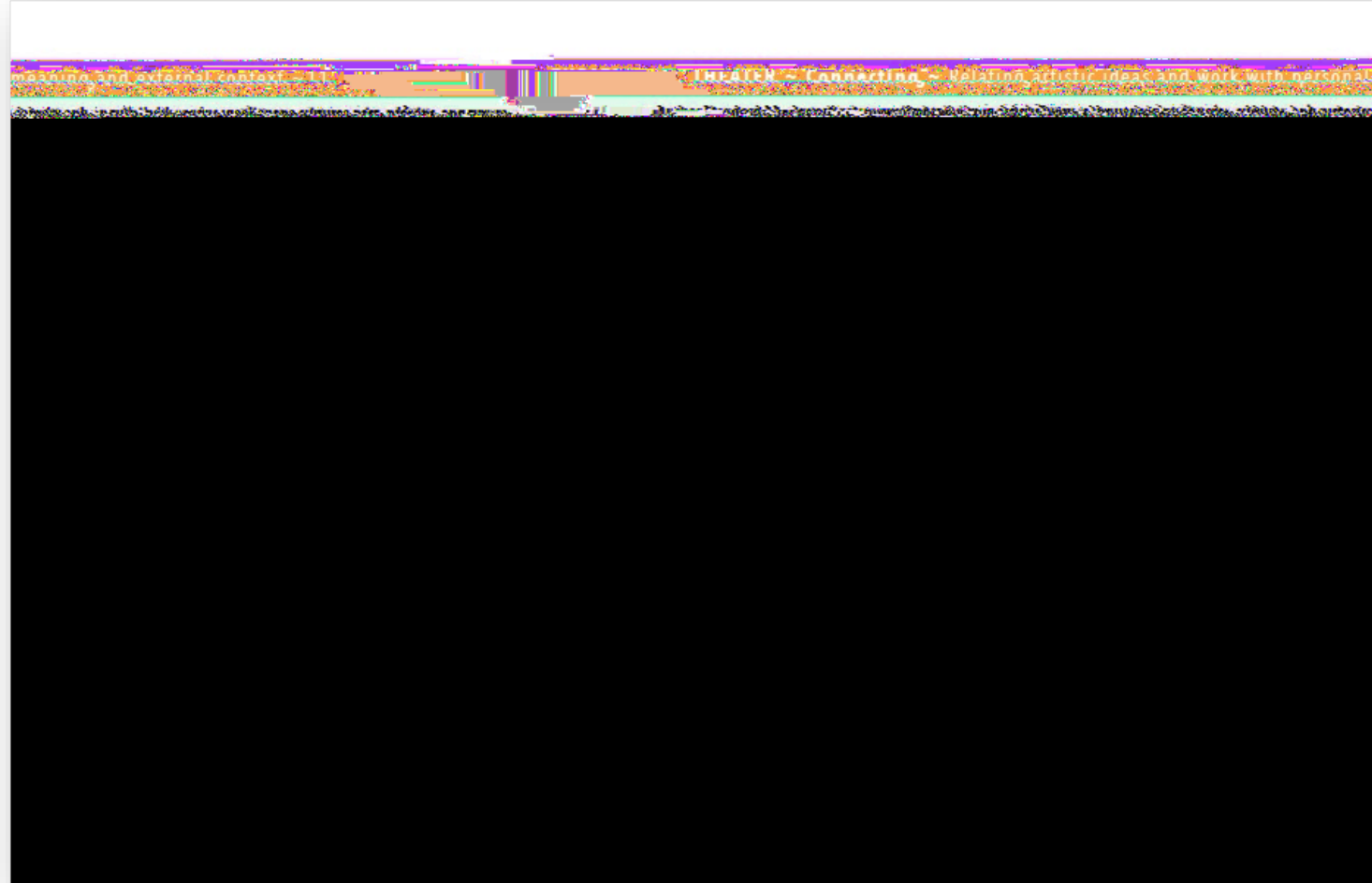
Eleven Anchor Standards

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

Creating

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.



Individual Arts Assessment Pathway (IAAP)

+ 1 graduation

Why offer the Individual Arts Assessment Pathway (IAAP)

The IAAP offers high school students a graduation pathway

IAAP 4+1 Pathway

Individual Arts Assessment Pathway (IAAP) Development History



Blue Ribbon Commission Arts Pathway Recommendations

The Blue-Ribbon Commission for the Arts identified the **criteria for authentic measures of arts learning**.



Blue Ribbon Commission (BRC) 2015-2019

2015 BRC approved by the Board of Regents, participants invited and convened

2017 Strategic plan for the Arts completed, new Arts Learning Standards adopted

2018 BRC completes research, reports and recommendations

2018 Review of BRC sub-committee reports, Arts Assessment Experts (AAE) Individ. Arts Assess. Pathway (IAAP) Model; revised simplified model further developed internally with Office of State Assessment

2019 Draft IAAP plans, and budgets prepared; Working

The Individual Arts Assessment Pathway (IAAP) At-a-glance



First Year/First Unit of Study

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.
- Introduce IAAP requirements and survey student interest.
-

Teachers

Second Year/Second Unit of Study

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

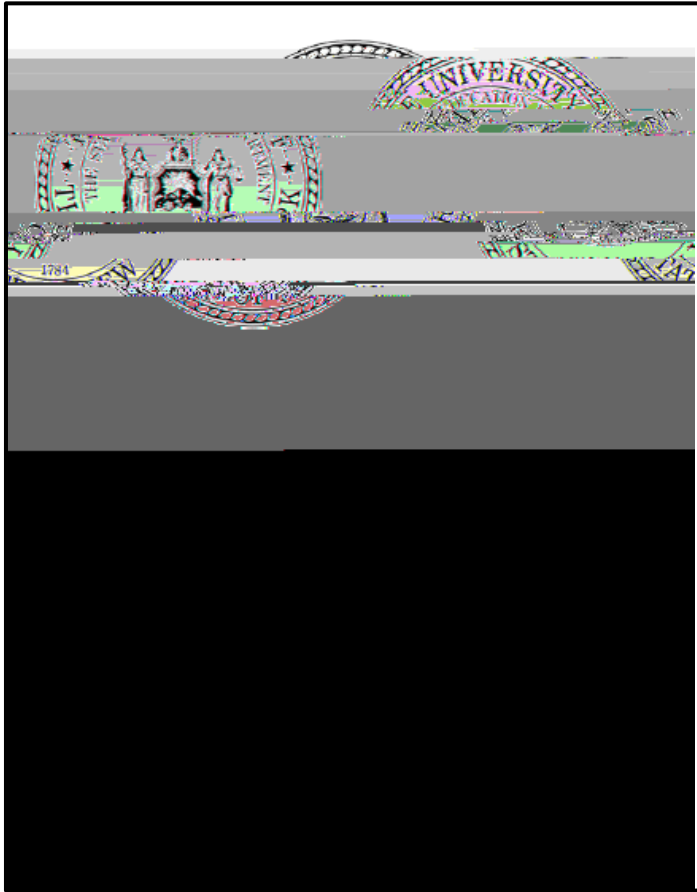
- Assist students in development of their creative ideas.
- Provide feedback on creative works.
- Develop (or utilize) tools for peer and self assessment.
- Assist student in choosing work for their *Select* portfolio and counsel on works included

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.



IAAP Implementation Guides



The Department in consultation with the IAAP Development Committee has created implementation guides for:

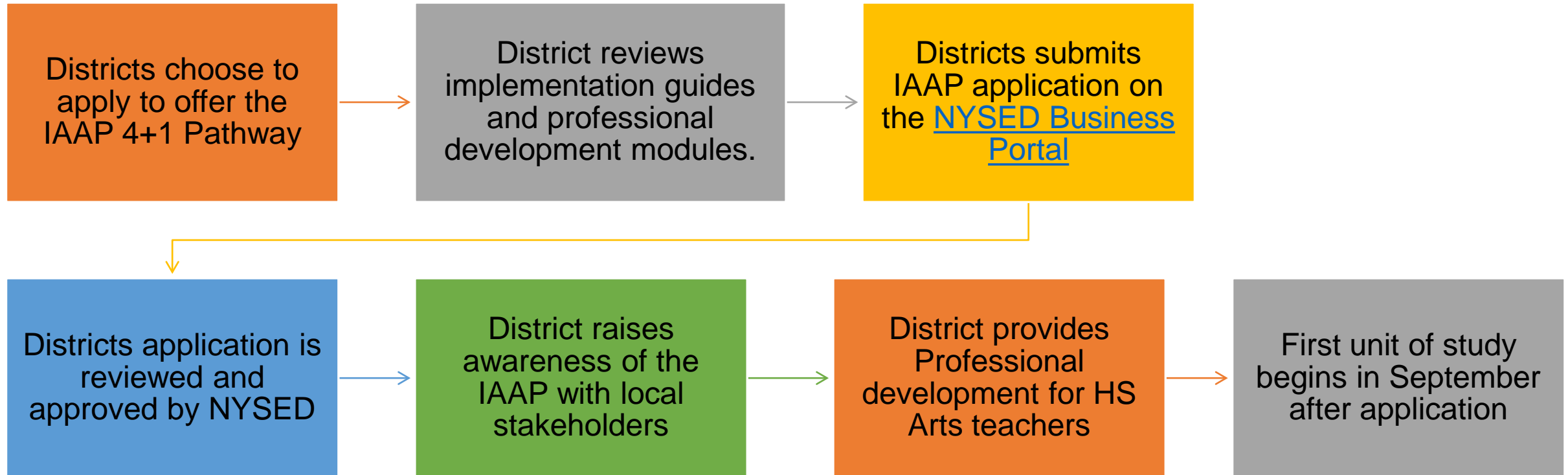
- [Visual and Media Arts](#)
- [Music](#)
- [Theater](#)
- [Dance](#)

Implementation guides include:

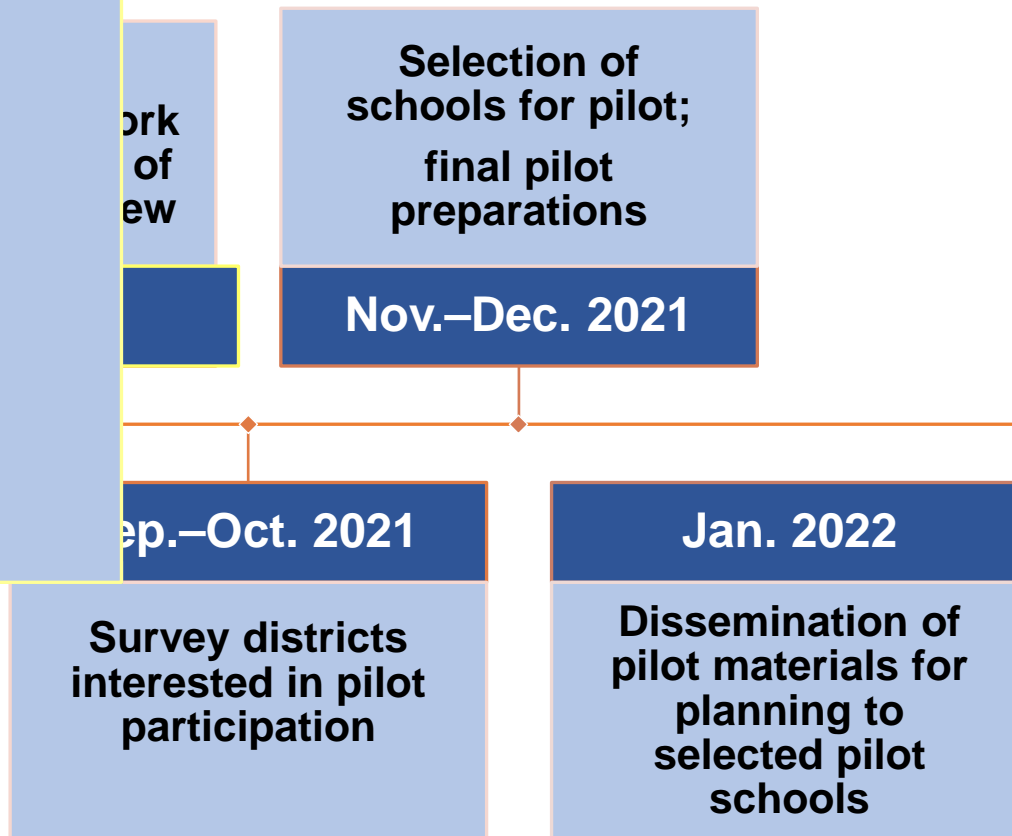
- Mandatory portfolio requirements
- Application process overview
- Sample rubrics
- Implementation considerations
- Resources for teachers and students

Individual Arts Assessment Pathway (IAAP) Implementation Timeline Overview

Individual Arts Assessment Pathway (IAAP) Application Timeline Overview



IAAP Development Timeline



Review of Module objectives

- ✓ Review the Conceptual Framework of the Learning Standards for the Arts
- ✓ Give an overview of the Individual Arts Assessment pathway to interested students, parents, teachers and/or administrators
- ✓ Provide reasons why schools should consider creating their local IAAP
- ✓ Explain the timeline for a school to develop its IAAP
- ✓ Name the required components of the IAAP application form
- ✓ Know the timeline for IAAP for the IAAP application process

Before the next module

- ❑ Review the NYSED IAAP Implementation Guide [add link]
- ❑ Identify and confirm IAAP Committee members
- ❑ Consider in which discipline(s) the IAAP will be locally developed
- ❑ Engage with stakeholders such as Arts teachers, students, administrators, parents/guardians and community members to raise awareness of the IAAP

Arts Learning Standards Resources

All resources for the *New York State Learning Standards for the Arts* are found on the:

[NYSED Arts Learning Standards Web Page](#)

Theater

[THEATER Standards At-A-Glance](#)

[THEATER Process Anchor EU Tables Poster](#)

[THEATER Process Anchor EU EQ Poster](#)

[THEATER Standards Glossary](#)

Media Arts

[MEDIA ARTS Standards At-a-Glance](#)

[MEDIA ARTS Process Anchor EU Tables Poster](#)

[MEDIA ARTS Process Anchor EU EQ Poster](#)

[MEDIA ARTS Standards Glossary NYS Arts Standards](#)

Dance

[DANCE Standards At-a-Glance](#)

[DANCE Process Anchor EU Tables Poster 8.5x11](#)

Arts Learning Standard Resources

Visual Art

**NYSED's
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Instruction
(518) 474-5922
[www.nysed.gov/
instruction](http://www.nysed.gov/instruction)**

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