INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)
PROFESSIONAL DEVELOPMENT MODULE

MODULE 1: GETTING STARTED
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 in 2022
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
NYS LEARNING STANDARDS FOR THE ARTS CONCEPTUAL FRAMEWORK

New York State Learning Standards for the Arts

Conceptual Framework

Shared by All Arts Disciplines

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Anchor Standards</th>
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<tbody>
<tr>
<td><strong>Cr</strong> Creating</td>
<td>1. Generate and conceptualize artistic ideas and work.</td>
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</tr>
<tr>
<td></td>
<td>3. Refine and complete artistic work.</td>
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</table>

| Performing         | Realizing artistic ideas and work through interpretation and presentation. |
| Music              | 4. Select, analyze, and interpret artistic work for presentation. |
| Dance              | |
| Theater            | |

| Presenting         | Interpreting and sharing artistic work. |
| Visual Arts        | 5. Develop and refine artistic techniques and work for presentation. |
| Media Arts         | |

| Producing          | Realizing and presenting artistic ideas and work. |
| Media Arts         | 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. |

Discipline-Specific Performance Indicators

All Arts Disciplines

Performance Indicators are written for each grade level, within each art discipline.

- Pre-K – 8
- High School
  - HSI – Proficient
  - HSI – Accomplished
  - HSII – Advanced

......

Music Only

- General Music
  - Pre-K – 8

In additional strands:

- Harmonizing Instruments: Traditional and Emerging Ensembles
  - Novice – Gr 5
  - Intermediate – Gr 8
  - Composition & Theory, Technology
    - HSI – Proficient
    - HSI – Accomplished
    - HSII – Advanced
The Arts Standards are organized in four Processes:

- **Creating (Cr)**: Conceiving and developing new artistic ideas and work.
- **Performing/Producing (Pr)**: Realizing artistic ideas and work through interpretation and presentation.
- **Responding (Re)**: Understanding and evaluating how the arts convey meaning.
- **Connecting (Cn)**: Relating artistic ideas and work with personal meaning and external context.
Eleven Anchor Standards
The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

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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.
WHAT IS THE INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)?

- The Individual Arts Assessment Pathway (IAAP) is graduation pathway option in which students complete a locally determined three-unit sequence in the arts and 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.
WHY OFFER THE INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)

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

Increasing student engagement with the arts is a vital step in realizing the goal of artistic literacy enumerated in the NYS Statewide Strategic Plan for the Arts.

Current research demonstrates that engagement with the arts leads to growth in cognitive skills, such as self-efficacy, empathy, and social engagement that are necessary in all areas of work and life.
IAAP 4+1 PATHWAY

The IAAP could be used as an Arts Pathway

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

Diploma Types
Multiple Pathways
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) DEVELOPMENT HISTORY
In 2015 the Department established the Blue-Ribbon Commission (BRC) for the Arts to assist in identifying and recommending comparably rigorous assessments available to students pursuing a graduation pathway in the arts.

The charge of the BRC was to:

- Outline the components of high-quality arts assessments.
- Identify high-quality arts assessments of comparable rigor to a Regents Exam that are suitable to be considered as a Regents alternative.
- Evaluate the assessments against the criteria established by Commissioners’ Regulation 100.2(mm).
- Make recommendations to the Board of Regents and Commissioner of Education on arts assessments to be used as pathways assessments in the arts.
- Identify and recommend the components of a high-quality Arts pathway in New York State.
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, AAE IAAP Model; revised simplified model further developed internally

**2019** Draft IAAP plans, and budgets prepared; Working Group members secured; **March 2019**-BRC convened at Teachers College for final update and future plans aligned to their recommendations

**2019 (con’t)** September-IAAP Discipline chairs meet; and correspond with Arts Assessment Experts. Chairs express desire to wait for new Arts Associate to continue IAAP development
The Blue-Ribbon Commission for the Arts identified the criteria for authentic measures of arts learning.

- **Embedded and responsive to local curriculum**
- **Aligned to the new 2017 Arts Standards**
- **Equity focus – available to ALL students**
- **Shared structure and guidelines, individually determined submissions**
- **Digitally stored, curated collection of student work**
- **Locally and/or regionally scored**
- **Developed and vetted by Arts Teacher Professionals from across the state**
- **Cost-effective**

These criteria were the foundation for the development of the IAAP.
The NYSED IAAP Development Committee is made up of Arts educators (PK-12 Arts teachers in all five disciplines, 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 professional development materials to support development of each district’s local IAAP.

The Committee has developed, in consultation with the Department:

- An implementation guide for the IAAP for all five artistic disciplines (Visual and Media Arts, Music, Theater and 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 INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)
AT-A-GLANCE
# First Year/First Unit of Study

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<tr>
<td>□ During first unit of study (Foundation level arts class) gain information on the IAAP 4+1 Pathway from your teacher.</td>
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<tr>
<td>□ Meet with teacher for consultation to discuss interest or express tentative interest.</td>
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<tr>
<td>□ Discuss and plan out HSII electives for the following year(s).</td>
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<tr>
<td>□ Select one to two creative works that meet State determined IAAP portfolio criteria with guidance from teacher.</td>
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<td>□ Introduce IAAP requirements and survey student interest.</td>
</tr>
<tr>
<td>□ Follow District’s plan for collection and storage of creative works either physically or digitally as applicable</td>
</tr>
<tr>
<td>□ Assist students select artwork and artifacts that demonstrate their progress and growth through the year should they continue with the IAAP.</td>
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<td>□ Support teachers by offering professional development on IAAP implementation.</td>
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<tr>
<td>□ Raise awareness of IAAP implementation with all stakeholders.</td>
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<tr>
<td>□ Develop grading protocols and procedures to train teachers in implementation—this could be spread out over the first three years of the IAAP.</td>
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## 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.
Students

- Provide guidance for students in choosing all elements of the Final portfolio.
  - A student curated collection of five to six creative works (one from a foundation course, and two or more from each of the 2\textsuperscript{nd}/3\textsuperscript{rd} unit of study);
  - Measures such as self/peer-assessments, reflections and journal entries developed over time.

- Submit \textit{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.
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) IMPLEMENTATION TIMELINE OVERVIEW
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) APPLICATION TIMELINE OVERVIEW

Districts choose to apply to offer the IAAP 4+1 Pathway

Districts access IAAP implementation and application materials on the Department’s IAAP webpage.

Districts convene a local IAAP committee which completes a report and program application

IAAP committee submits report to local BOE for consideration and action

IAAP Application submitted for NYSED for approval

Application Approved

District provides professional development for HS Arts teachers and raises awareness of IAAP for students

Students begin IAAP YR1, first unit of study
OVERVIEW OF PROGRAM APPROVAL PROCESS

Districts access NYSED IAAP Materials on the IAAP webpage which include an implementation guide, program application form and guidance, and professional development modules for schools and districts.

School Districts form IAAP Committee and complete program application and committee report

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

Additional information can be found in Module 2: Planning and applying for the IAAP
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) APPLICATION ELEMENTS

Individual Arts Assessment Pathway applications must contain the following elements:

- IAAP committee report
- IAAP Application
- Locally developed grading rubric for final portfolios

Further information about each of these elements can be found in the NYS Individual Arts Assessment Pathway Implementation guides and in Module 2: Planning and Apply for the IAAP

- Implementation Guide
  - Visual and Media Arts
  - Music
  - Dance
  - Theater
- Module 2
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
REVIEW OF MODULE OBJECTIVES

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

NYSED Arts Learning Standards Web Page

**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

**Theater**
- THEATER Standards At-A-Glance
- THEATER Process Anchor EU Tables Poster
- THEATER Process Anchor EU EQ Poster
- THEATER Standards Glossary

**Dance**
- DANCE Standards At-a-Glance
- DANCE Process Anchor EU Tables Poster 8.5x11
- DANCE Process Anchor EU EQ Poster
- DANCE Standards Glossary
For further information please contact:

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