Welcome!

This Professional Development Module is part of a series available to assist Districts in applying 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
Before beginning this module:

- Convene the IAAP Committee and complete the IAAP application process
- Submit IAAP application to the local BOE, and then to NYSED
- Receive approval from NYSED
  - Review professional development plans for the IAAP Year 1
  - Determine how creative works, evidence of feedback, and other IAAP materials will be collected and maintained
- Continue to raise awareness of the IAAP
MODULE 3 OBJECTIVES

Participants will be able to:

- Identify available IAAP Implementation resources for students and teachers
- Provide information about the IAAP to students, teachers, and other school community members
- Identify examples of formative assessment and other feedback strategies
All students must pass 4 required assessments (one in each discipline)

Pathways:
- STEM
- Humanities
- Arts
- LOTE
- CTE
- CDOS
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) AT A GLANCE OVERVIEW
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) YEAR 1

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.
- 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.
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) YEAR 2

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

Students

- 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.
INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) YEAR 3

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.

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 2\textsuperscript{nd}/3\textsuperscript{rd} unit of study);
  - Measures such as self/peer-assessments, reflections and journal entries developed over time.
- Submit Final Portfolio for local grading.
INTRODUCING TEACHERS TO THE INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)

High School Arts teachers will counsel students on their individual projects, artistic goals, and provide opportunities for self and peer feedback throughout the IAAP.

**Year 1:**
- Explain IAAP 4+1 Graduation pathway
- Assist students in selecting artistic work and artifacts for Year 1 (one creative work)
- Follow the local districts plan to collect work for students who may continue with the IAAP

**Year 2:**
- 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 Year 2 Select portfolio (2-3 creative works) and counsel on works included

**Year 3:**
- Provide Guidance on selection of work for final portfolio
- Provide opportunities for peer/self feedback
- Assist in submission of final portfolio (5-6 creative works)
RESOURCES FOR TEACHERS

As students will be moving through three units of study, possibly with different teachers, a series of IAAP tracking forms have been developed to assist teachers in tracking student progress through the IAAP. These tracking forms are suggested and can be modified for local use.

**Visual and Media Arts**
- Teacher tracking form

**Music**
- Teacher Tracking forms

**Theatre**
- Assessment Focus, Teacher

**Dance**
- Suggest Artifacts

[Sample IAAP Tracking Form](#)
INTRODUCING STUDENTS TO THE INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP)

The Individual Arts Assessment Pathway (IAAP) offers students an opportunity to actively engage in artistic research by developing, executing, revising their artistic projects while receiving guidance from their arts teachers and feedback from their peers. The IAAP provides New York State high school students the opportunity to engage authentically with their own artistry and creative ideas in a supportive and encouraging environment which prepares them for future professional and personal endeavors.

Students who choose the IAAP 4+1 Pathway will:

- Generate their own artistic projects and goals in consultation with their arts teachers
- Create a collection of creative works (minimum 5) for a final portfolio which is submitted for local grading
- Collect evidence of feedback, the artistic process, and creative work revision and presentation
- Develop a final reflective statement

Additional information on mandatory portfolio requirements for visual and media arts, music, theatre, and dance can be found in the Mandatory Portfolio Requirements section in the discipline-specific NYS IAAP Implementation Guides.
RESOURCES FOR STUDENTS

As students moving through three units of study, possibly with different teachers, a series of IAAP tracking forms have been developed to assist students in tracking student progress through the IAAP. These tracking forms are suggested and can be modified for local use.

Visual Arts and Media Arts
• Sample Student tracking form and checklist

Music
• Student workbook

Theatre
• Student Workbook

Dance
• Suggested Artifacts

Sample IAAP Tracking Form
Assessments that are authentic and based on real world arts-making tasks are vital to support student learning. Quality arts assessments, both summative and formative, will provide students with opportunities to engage in diverse approaches, styles and interpretations of work, and demonstrate artistic literacy within the discipline (NYS Guidance on implementing the 2017 Learning Standards for the Arts, p. 17)

Formative assessment provides students participating in the IAAP opportunities to receive feedback, discuss their projects, and consider next steps and revisions while working towards their individual artistic project goals.

An Arts Assessment Think document provides resources, and guiding principles of high-quality arts assessments. This forthcoming document will be available on the department’s Arts webpage.
REVIEW MODULE OBJECTIVES

✓ Identify available IAAP Implementation resources for students and teachers

✓ Provide information about the IAAP to students, teachers, and other school community members

✓ Identify examples of formative assessment and other feedback strategies
INDIVIDUAL ARTS ASSESSMENT (IAAP) TIMELINE OVERVIEW FOR STUDENTS AND TEACHERS

**IAAP FIRST UNIT OF STUDY (WORKING PORTFOLIO)**
- Teachers introduce students to the IAAP
- Students who are interested in continuing with the IAAP save 1-2 creative works forming their Working Portfolio

**IAAP SECOND UNIT OF STUDY (SELECT PORTFOLIO)**
- Teachers counsel students on their creative projects and research, provide opportunities for feedback
- Students propose their creative projects for feedback and enroll in appropriate arts courses. Students save 2 creative works transitioning their working portfolio to a Select portfolio

**IAAP THIRD UNIT OF STUDY (FINAL PORTFOLIO)**
- Teachers assist students in collating their portfolios for local grading
- Students collect and organize all creative works, mandatory portfolio requirements, and evidence of feedback and reflection to submit for local grading
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

**Dance**
- DANCE Standards At-a-Glance
- DANCE Process Anchor EU Tables Poster 8.5x11
- DANCE Process Anchor EU EQ Poster
- DANCE Standards Glossary
ARTS LEARNING STANDARD RESOURCES

Visual Art
VISUAL ARTS Standards At-a-Glance
VISUAL ARTS Process Anchor EU Tables Poster
VISUAL ARTS Process Anchor EU EQ Poster
VISUAL ARTS Standards Glossary

Music
MUSIC Standards At-a-Glance
MUSIC General Process Anchor EU EQ Poster
MUSIC Ensemble Process Anchor EU EQ Poster
MUSIC High School Process Anchor EU EQ Poster
MUSIC Standards Glossary
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*