



**NYS Education Department  
Individual Arts Assessment Pathway  
(IAAP) Implementation Guide  
Dance**

**Winter 2023**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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## Introduction

In January 2015 the Board of Regents amended sections 100.2 and 100.5 of the Commissioner’s Regulations to implement the 4+1 pathways to graduation option allowing students to meet the requirements for a diploma in different ways. The amendment created graduation pathway assessments in the Humanities, STEM, Biliteracy, CTE and the Arts. In March 2016, the AP and IB assessment options were approved by the Commissioner for the Arts Pathway and in September 2017, the Regents approved the new PK-12 NYS Learning Standards for the Arts. The Department, working with the IAAP Development Committee, completed the development of the criteria for a 3-unit arts pathway in Fall 2021 along with an implementation guide, professional development modules and pilot materials. The IAAP implementation timeline was presented to the Board of Regents at their September 2021 meeting with an update on the pilot presented at the Board’s November 2022 meeting. Piloting began dissemination of pilot application materials to selected schools in January of 2022. Applications will open to all high schools in Winter 2023 with implementation materials available on the NYSED’s Individual Arts Assessment Pathway [webpage](#). A regulatory amendment to section 100.5 of the Regulations of the Commissioner of Education was presented to the Board at their December 2022 meeting.

Currently, the approved pathways to graduation for the Arts include both AP and IB assessments which are not offered at all schools in New York State. In the 2021 AY 351 students utilized 3 students utilized the Department approved Arts Graduation Pathway, total of under 1% of pathway participation. Increasing student engagement with the arts is an vital step in realizing the goal of artistic literacy enumerated in the [NYS Statewide Strategic Plan for the Arts](#). Additionally, the IAAP will meet Goal 2.3 *Assessment* from the Strategic Plan whose objective is to “Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts and empower educators to use the data resulting from these assessments to enhance teaching and learning (p.8).” The implementation of the IAAP will increase student participation in Arts while offering a 4+1 graduation pathway option that measures student attainment of the Learning Standards for the Arts.

Finally, as the Department continues to focus on diversity, equity, and inclusion, the Individual Arts Assessment Pathway (IAAP) provides an example of a portfolio based local assessment driven by student interest and teachers’ content knowledge and expertise. Students actively engage in research, developing, executing, and revising their artistic projects while receiving guidance from their arts teachers and feedback from their peers. The IAAP process 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.

## **Frequently Asked Questions**

### **What is the Individual Arts Assessment Pathway?**

The Individual Arts Assessment Pathway (IAAP) is a graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the appropriate High School 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. School Districts can choose to sign on to the IAAP based on student and community interest and program offerings. Students pursuing either a Regent's Diploma, or a Regents Diploma with Advanced Designation may utilize the IAAP as their pathway assessment.

### **What is the benefit to students, teachers, and Districts?**

The IAAP offers high school students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts. Currently the approved pathways to graduation for the Arts include both AP and IB assessments which are not offered at all schools in New York State. Under one percent of students currently utilize the arts pathway. 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](#). Additionally, 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.

### **When and where will the IAAP be piloted?**

The IAAP will be piloted beginning in September 2022 and continue through June 2025. These pilot schools are a sample of schools that represents the spectrum of districts, students, and arts programs across New York State.

### **How can districts apply for and develop their IAAP?**

The IAAP application will open in early 2023 on the NYSED Business Portal. Guidance materials including an implementation guide and a series of professional development modules to assist districts in planning, applying for, and implementing their local Individual Arts Assessment Pathway will be updated and available online. Additional guidance can be found in [Module 2 Planning and Applying for the IAAP](#) and in the [Applying to offer the IAAP section](#) of this document.

### **Who grades IAAP portfolios?**

IAAP portfolios are locally graded and report to the NYSED. Additional guidance is forthcoming, but districts are responsible for assuring that student portfolios meet the HS II accomplished level of the learning standards for the arts

# The Individual Arts Assessment Pathway At-A-Glance

## First Year

Working Portfolio

### 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 with artwork and artifact selection 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.
- Train teachers in implementation—this could be spread out over the first three years of the IAAP.

## Second Year

Select Portfolio

### 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 and/or HSIII Advanced levels.

## Third Year

Final Portfolio

### 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<sup>nd</sup>/3<sup>rd</sup> 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 and/or HSIII Advanced levels.

## Applying to offer the Individual Arts Assessment Pathway (IAAP)

### IAAP Application Process

Schools districts and BOCES who wish to offer the IAAP can complete the application on the [NYSED Business Portal](#). Additional information can be found in [Module 2: Planning and Applying for the IAAP](#). There is no requirement for approved pilot schools to apply again. Districts may also apply to offer one or more arts disciplines and add additional disciplines in subsequent years.

The Individual Arts Assessment Pathway Application is best completed by an administrator who oversees the arts within the district or school. While applications will be delegated in the NYSED Business Portal to Superintendents, Superintendents may, in turn, delegate the application to an appropriate arts supervisor or administrator.

Program applications must include:

- Entity Name and BEDS code
- Type of school
- Name and job titled of applicator completing the form
- Local IAAP point person to receive all communications about the IAAP from NYED
- A description of how student's artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
- Which discipline(s) (Visual arts, Media Arts, Music, Theatre and/or Dance) will the IAAP be offered in?

- Projected enrollment in year one
- A description of how the local IAAP will be communicated to students, parents, teachers, and school counselors
- Attestation that the proposed amendment of section 100.5 of the Regulations of the Commissioner of Education has been read and understood Attestation that the discipline specific implementation guides and professional development modules have been reviewed

## **BOCES**

BOCES who wish to apply to offer the Individual Arts Assessment Pathway can access the Optional BOCES, P-TECH, Early College and other Entities Individual Arts Assessment Pathway Application on the NYSED Business Portal.

- BOCES Program Applications Include:
  - Entity Name and BEDS Code
  - Name and Job title of Applicant completing this form
  - Type of school or program
  - Which discipline(s) (Visual arts, Media Arts, Music, Theatre and/or Dance) will the IAAP be offered in?
  - Projected enrollment in year one
  - A description of how the local IAAP will be communicated to students, parents, teachers, and school counsels
  - A description of how student’s artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
  - Attestation that the proposed amendment of section 100.5 of the Regulations of the Commissioner of Education has been read and understood Attestation that the discipline specific implementation guides and professional development modules have been reviewed
  - Completed Component District Form: It is the responsibility of the participating school/program to email all their component district this form and include the complete forms in their NYSED Application.



## Learning Standards for the Arts Conceptual Framework

The 2017 Learning Standards for the arts are organized into four artistic processes: Create, Perform, Respond and Connect. Within each of these processes, Anchor Standards, Enduring Understandings, Essential Questions, and Performance Indicators provide discipline and grade or course level expectations for student learning. The framework may be summarized as follows:

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes	Anchor Standards		
<b>Cr</b> <b>Creating</b> Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.		<b>All Arts Disciplines</b> Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> <li>• Pre-K – 8</li> <li>• High School               <ul style="list-style-type: none"> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> </li> </ul> ----- <b>Music Only</b> General Music <ul style="list-style-type: none"> <li>• Pre-K – 8</li> </ul> In additional strands: <ul style="list-style-type: none"> <li>• Harmonizing Instruments, Traditional and Emerging Ensembles               <ul style="list-style-type: none"> <li>○ Novice – Gr 5</li> <li>○ Intermediate – Gr 8</li> </ul> </li> <li>• Composition &amp; Theory, Technology               <ul style="list-style-type: none"> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> </li> </ul>
	2. Organize and develop artistic ideas and work.		
	3. Refine and complete artistic work.		
<b>Pr</b> <b>Performing</b> Music Dance Theater  <b>Presenting</b> Visual Arts  <b>Producing</b> Media Arts	Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	
	Interpreting and sharing artistic work.	5. Develop and refine artistic techniques and work for presentation.	
	Realizing and presenting artistic ideas and work.	6. Convey meaning through the presentation of artistic work.	
<b>Re</b> <b>Responding</b> 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.		
<b>Cn</b> <b>Connecting</b> 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.		

Districts, educators, and students who participate in the IAAP program will need to develop a thorough understanding of the Standards and associated Performance Indicators. To obtain a copy of the Standards, including the Performance Indicators, please visit NYSED's [Arts Webpage](#). For information about implementation of the Standards, please consult the [New York State Arts Standard Implementation Guide](#).

## Learning Standards for the Arts Descriptors for Performance Achievement Levels

Performance Indicator Levels		
<p><b>HSI Proficient</b></p>	<p>A level of achievement attainable by most students who complete a foundation- level high school course in the arts (or its equivalent), after sequential instruction PreK -8.</p>	<p>Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their communities.</p> <p>They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.</p>
<p><b>HSII Accomplished</b></p>	<p>A level of achievement attainable by most students who complete a rigorous sequence of high school- level courses (or the equivalent) beyond the Proficient level.</p>	<p>Students at the Accomplished level are, with minimal assistance, able to identify or solve arts problems, based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication, and expression. They use the art form for personal realization and wellbeing and have the necessary</p>

		skills for and interest in participation in arts activity beyond the school environment.
<b>HSIII Advanced</b>	A level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated at the Accomplished level	Students at the Advanced level independently identify challenging arts problems, based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college-level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment. This level is typically accomplished after five units of high school study.

## NYSED IAAP Anchor Standard Rubric Frame

Please note the Learning Standards for the Arts Anchor Standard Frame. This anchor standard rubric frame includes the 11 anchor standards in the Learning standards for the Arts. Students must meet the HSII Accomplished performance indicators in the Arts Standards to attain the IAAP. While grading is locally determined, the Department has developed guidance grading rubrics and processes in all disciplines to assist local districts in implementation. The NYSED Anchor Standard Rubric Frame below can be further developed by the addition of the appropriate discipline specific performance indicators. In situations where local districts wish to offer an IAAP in two or more arts disciplines, the final grading rubric should reflect this by inclusion of performance indicators from both sets of standard to develop the rubric frame below. The following grading rubrics and guidance apply to IAAP final portfolios; arts course grades are locally determined and do not correlate to attainment of the IAAP.

NYSED IAAP ANCHOR STANDARD RUBRIC FRAME			
Anchor Standards	Achievement Levels		
	HSII Accomplished	HSI Proficient	Approaching Standard or No Entry
1: Generate and conceptualize artistic ideas and work.			
2: Organize and develop artistic ideas and work			
3: Refine and Complete artistic work			
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			
7 Perceive and analyze artistic work			
8: Interpret meaning in artistic work			
9: Apply criteria to evaluate artistic work			
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.			

# Mandatory Portfolio Requirements

## Introduction

Dancers will work collaboratively with their arts teachers to propose, develop, and generate creative works while engaging in formative assessment processes which propel and support their creative ideas and goals. Through this process dancers meet the appropriate performance indicators in the New York Learning Standards for the Arts. The following mandatory requirements by discipline lists the necessary components of the IAAP, the associated Anchor Standard, and Notes. Districts may determine how work is collected and maintained (digitally/physically) but it is suggested that for ease of grading and storage that an online portfolio system be considered.

## Mandatory Items for all portfolios

All portfolios must include:

- Artwork and/or performances, artifacts, and process evidence that demonstrates attainment of the 11 anchor standards in the NYS Learning Standards for the Arts at the Accomplished level, including:
  - Artistic statement and project goals
  - Initial, intermediate, and final creative works
  - Documentation of the artistic and feedback process students utilized to research, revise, and complete their artistic work
  - Summative materials including reflective pieces, process evidence, and other materials as listed in the following discipline specific mandatory requirements.

Local districts are responsible for developing their grading rubrics to align with the [IAAP grading rubric](#) in this guide which aligns to the 11 Anchor Standards in the NYS Learning Standards for the Arts. Further information on the development of local grading rubrics can be found in the [Local IAAP Grading Process and Guidance section](#) of this guide.

## Dance Portfolio Mandatory Requirements

The following rubrics denote mandatory requirements for portfolios in Dance. To assist districts, teachers and students, the Department, in collaboration with the IAAP Development Committee, has developed examples of an [IAAP Student tracking form](#).

- These portfolio artifacts should document the dancer's growth over the course of the Pathway.
- The same artifact cannot be used for multiple categories.
- Be attentive to the timeframe for each required artifact. This symbol (\*\*) denotes artifacts that are required every year of the Pathway.
- Artifacts can be chosen from formal or informal contexts unless noted in the guide.
- Local committees can customize the portfolio and artifacts to accommodate their program.

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Portfolio Samplers
<b>Performance</b> Dancers should demonstrate progress in diverse dance forms.	Video recording of two minutes of technique in two dance forms per year. **	PR4, PR5	(To be added post pilot program)
	Video recording of a 3-8 minute performance of a formal dance work created by teacher, guest artist, or self per year. **	CR1, CR2, CR3, PR4, PR5, PR6 CN10	
<b>Choreography</b> Dancers should demonstrate proficiency in creating original dance works in a particular style.	5-6 small or large group works, movement studies, or compositions over the course of the pathway.	CR1, CR2, CR3 RE9 PR4, PR5, PR,6 CN10, CN11	
	Video of rehearsal footage and choreographic processes.	CR1, CR2, CR3 CN10, CN11	
	Written journal entries reflecting on the choreographic process including rehearsal activities, explorations, revisions, goals, and outcomes.	RE8, RE9 CN10, CN11	
	Process artifacts including but not limited to: choreography notes, maps, lists, photos, videos.	RE8, RE9 CR1, CR2	
	Resources used to inspire or aid the choreographic process such as videos, articles,	CR2 RE7, RE8, RE9	

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Portfolio Samplers
	images, or artifacts that illuminate the historical, social, cultural influences of the work.	CN10, CN11	
<b>Technical Production</b>  Dancers must participate in the design and production processes of producing dance performance.	Submit photos, notes, sketches of a set design for a piece of choreography.	CR3 PR5, PR6	
	Submit photos, notes, or sketches of a costume design for a piece of choreography they created.	CR3 PR5, PR6 CN11	
	Submit a video or a plot of a light design for a specific piece of choreography.	CR3 PR5, PR6 CN11	
	Submit a reflection on stage managing a dance performance outlining responsibilities, challenges, successes they experienced.	CR1 RE7, RE9 CN11	
<b>Summative Assessments</b>  Written Commentaries: Self Peer Dance Educator	Annual Self Reflection: Dancers will reflect on their own personal growth as a dancer and artist over the year. **	RE7, RE8, RE9 CN10. CN11	
	Formal progress report by faculty per year.**	RE9	
	Informal Peer feedback:	RE8	

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Portfolio Samplers
	<p>constructive criticism, think tank etc., written evaluation of a piece of choreography for each of the 5-6 creative works submitted.</p>	<p>CN11</p>	
	<p>Supporting evidence: Video capturing works in progress at intervals over the course of the program.</p>	<p>CR2 PR5, PR6</p>	
<p><b>Artist Statement</b></p> <p>Dancers will write a philosophy of creative values, artistic perspectives and goals, and evidence of their progress/achievement of these values and viewpoints.</p>	<p>Annual Artist Statement ** includes reflection on:</p> <ul style="list-style-type: none"> <li>● creative/artistic values.</li> <li>● impactful dance experiences</li> <li>● challenges encountered</li> <li>● changes in aesthetic perspectives throughout the year.</li> <li>● influential artists that inspired growth or change</li> </ul> <p>Possible Supplemental Materials:</p> <ul style="list-style-type: none"> <li>● Video/Audio/Drawings of self</li> </ul>	<p>RE7, RE8, RE9 CN10, CN11</p>	



## Local IAAP Grading Process

To attain IAAP 4+1 Pathway students must complete three units of study in the Arts and earn a passing score on their final portfolio. Grading is locally determined, and local districts will utilize NYSED's sample rubrics or develop their grading rubrics to align with the appropriate performance indicators based on their programmatic offerings. Schools may offer the IAAP in all or one Arts discipline(s) and this will determine local grading.

IAAP grading is completed locally based on local IAAP grading materials, that measure student attainment of the 11 anchor standards through the appropriate High School II Advanced performance indicators in the Learning Standards for the Arts. A minimum of two arts teachers, or other appropriately trained educators and/or administrators complete portfolio grading. Arts teachers should not, whenever possible, grade their own students' portfolios. Further guidance regarding grading is forthcoming pilot grading scheduled for June 2025. More information about the performance levels and the arts learning standards can be found in this implementation guide beginning in the [Learning Standards for the Arts Conceptual Framework](#) section.

## Dance Sample Rubric and Grading Guidance

Locally developed rubrics must meet the 11 anchor standards as indicated in [NYS Learning Standards for the Arts in Dance](#). The following grading rubric has been designed to offer a suggested framework for the locally determined implementation of the Individual Arts Assessment Pathway.

- This rubric is a framework for assessing the level of proficiency the dancer attains over the course of the Pathway.
- This rubric is an example of a summative assessment tool to determine if a dancer meets the requirements of the Pathway for Dance.
- Local committees may customize this rubric to accommodate their program.

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Achievement Levels		
			HS II Accomplished	HS I Proficient	No entry
<b>Performance</b> Dancers should demonstrate progress in diverse dance forms.	Video recording of two minutes of technique in two dance forms per year. **	PR4, PR5			
	Video recording of a 3-8 minute performance of a formal dance work created by teacher, guest artist, or self per year. **	CR1, CR2, CR3, PR4, PR5, PR6 CN10			
<b>Choreography</b> Dancers should demonstrate proficiency in creating original dance works in a particular style.	5-6 small or large group works, movement studies, or compositions over the course of the pathway.	CR1, CR2, CR3 RE9 PR4, PR5, PR,6 CN10, CN11			
	Video of rehearsal footage and choreographic processes.				
	Written journal entries reflecting on the choreographic process including rehearsal activities, explorations, revisions, goals, and outcomes.	CR1, CR2, CR3 CN10, CN11			

	<p>Process artifacts including but not limited to: choreography notes, maps, lists, photos, videos.</p>	<p>RE8, RE9 CN10, CN11</p>			
	<p>Resources used to inspire or aid the choreographic process such as videos, articles, images, or artifacts that illuminate the historical, social, cultural influences of the work.</p>	<p>RE8, RE9 CR1, CR2</p>			
		<p>CR2 RE7, RE8, RE9 CN10, CN11</p>			
<p><b>Technical Production</b></p> <p>Dancers must participate in the design and production processes of producing dance performance.</p>	<p>Submit photos, notes, sketches of a set design for a piece of choreography.</p>	<p>CR3 PR5, PR6</p>			
	<p>Submit photos, notes, or sketches of a costume design for a piece of choreography they created.</p>	<p>CR3 PR5, PR6 CN11</p>			
	<p>Submit a video or a</p>				

	plot of a light design for a specific piece of choreography.	CR3 PR5, PR6 CN11			
	Submit a reflection on stage managing a dance performance outlining responsibilities, challenges, successes they experienced.	CR1 RE7, RE9 CN11			
<b>Summative Assessments</b>  Written Commentaries: Self Peer Dance Educator	Annual Self Reflection: Dancers will reflect on their own personal growth as a dancer and artist over the year. **	RE7, RE8, RE9 CN10. CN11			
	Formal progress report by faculty per year.**				
	Informal Peer feedback: constructive criticism, think tank etc., written evaluation of a piece of choreography for each of the 5-6 creative works submitted.	RE9			
		RE8 CN11			
Supporting evidence: Video capturing works in progress at intervals over the course of the program.	CR2 PR5, PR6				
<b>Artist Statement</b>	Annual Artist				

<p>Dancers will write a philosophy of creative values, artistic perspectives and goals, and evidence of their progress/achievement of these values and viewpoints.</p>	<p>Statement ** includes reflection on:</p> <ul style="list-style-type: none"> <li>● creative/artistic values.</li> <li>● impactful dance experiences</li> <li>● challenges encountered</li> <li>● changes in aesthetic perspectives throughout the year.</li> <li>● influential artists that inspired growth or change</li> </ul> <p>Possible Supplemental Materials:</p> <ul style="list-style-type: none"> <li>● Video/Audio/Drawings of self</li> </ul>	<p>RE7, RE8, RE9 CN10, CN11</p>			
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## Implementation Considerations and Resources

### Earning Credit

Students must earn 3 units of credit in the Arts and earn a passing score on their final portfolio to achieve the Individual Arts Assessment Pathway (IAAP). Local districts have the flexibility to offer the courses for the IAAP in a manner that fits within their programmatic offerings, State IAAP and regulatory requirements.

<b>Independent study</b> Independent Study (Elective Credit) <a href="#">8 NYCRR 100.5(d)(9)</a>	<b>Grade 8 Acceleration</b> Grade 8 Acceleration <a href="#">8 NYCRR 100.4(d)</a>	<b>Participation in Performance arts</b> Participation in Performance Arts <a href="#">8 NYCRR 100.5(d)(2)</a>
<p>A student may complete the IAAP credit requirements through up to 2 units of independent study, such as a foundation class followed by a 2-unit IS.</p>	<p>Students may be accelerated and earn a unit of credit towards the IAAP in grade 8 should the student be deemed by the Superintendent, or his/her designee, to demonstrate readiness in the Arts to begin high school courses in the eighth grade. To earn diploma credit, students must pass both the course and the culminating assessment. This culminating assessment (in the absence of a Regents Exam) is locally determined and could include in full, or in part, creative work for the IAAP.</p>	<p>Students can earn a unit of credit in the arts either by participating in a school’s major performing groups (band, chorus, orchestra, dance, theater groups) or by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student’s visual arts, music, dance, or theatre teacher, shall be approved by the visual arts, music, dance, or theatre department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school’s visual arts, music, dance, and/or theater program.</p>

**Transfer Credit** [8 NYCRR 100.5\(d\)\(5\)](#): Transfer credit may be awarded for work completed outside of the school awarding credit. If the work was successfully completed at another registered high school, the receiving principal must award transfer credit. Transfer credit may be awarded if the work completed at other educational or cultural institutions is deemed to be consistent with the New York State commencement level learning standards and is of comparable scope and quality to that which would have been done in the school awarding credit.

### **Tracking Students' Progress through the IAAP**

Similar to work-based learning where students may be accumulating hours in various courses with various teachers, schools/districts will need to develop systems to track the hours and progress through the IAAP. An example of an IAAP tracking form can be found [here](#). It should be the policy of the school district/BOCES to maintain student records according to the Records Retention and Disposition Schedule found [here](#).

### **Considerations for smaller schools and Districts**

#### **What if my district does not offer a particular art course(s) and/or disciplines?**

If a local school does not offer a particular arts course, but neighboring schools within the district and/or in an adjacent district do, it is possible to work within the local district or broader region to schedule diverse arts course offerings for students. Schools may award diploma credit for courses taught by a certified teacher from another school/district, so long as there is a shared service agreement between the schools/districts. Such courses must be aligned to the arts learning standards, taught by a teacher certified in the arts and meet the requirements for the definition of a unit of study found [in Part 100.1 of Commissioner's Regulations](#). If the course is an online or blended course, it would also need to meet the requirements for [Credit for Online and Blended Courses](#).

### **Resources for Students and Teachers**

Please see [Module 3: Guidance for Teachers and Students](#)