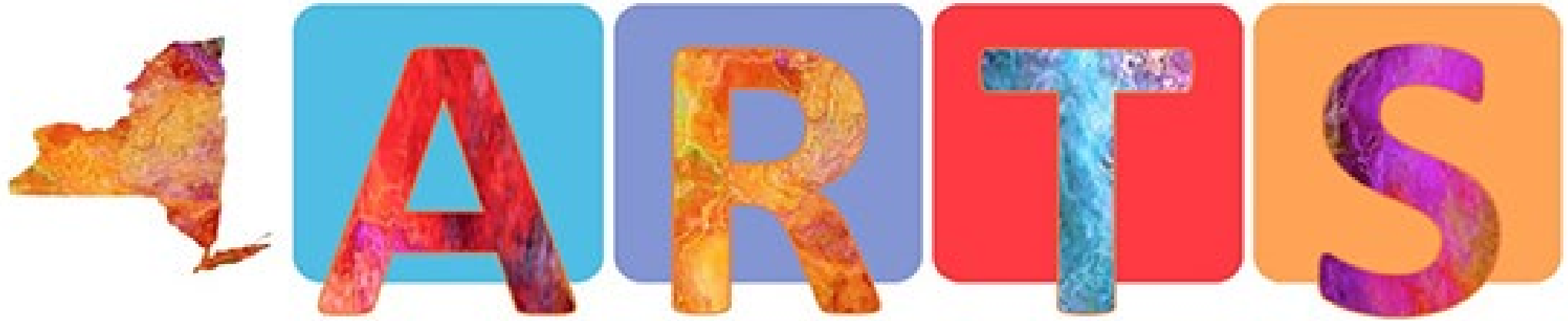


New York State Learning Standards for the



TOGETHER WE • CREATE • PRESENT
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

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. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced 	
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

Four Processes

The Arts Standards are organized in four Processes



Creating

Conceiving and developing new artistic ideas and work



**Performing/
Presenting/Producing**

Realizing artistic ideas and work through interpretation and presentation



Responding

Understanding and evaluating how the arts convey meaning



Connecting

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

Cr

Pr

Re

Cn

Creating

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

Performing/ Presenting/Producing

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.

Responding

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

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.

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.

THEATER ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~ 11												
Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape culture: past, present, and future.												
Enduring Understanding 11.1 Theater artists deliberately interrelate their creative process with the world around them. Essential Question • What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?												
Pre-K TH:Ca11.1.PK a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play .	Kindergarten TH:Ca11.1.K a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play .	1st TH:Ca11.1.1 a. Apply skills and knowledge from different art forms and content areas in a guided drama experience .	2nd TH:Ca11.1.2 a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience .	3rd TH:Ca11.1.3 a. Identify connections to community, social issues, and other content areas in a drama or theater work.	4th TH:Ca11.1.4 a. Respond to community and social issues and incorporate other content areas in a drama or theater work.	5th TH:Ca11.1.5 a. Investigate historical, global, and social issues expressed in a drama or theater work.	6th TH:Ca11.1.6 a. Identify universal themes or common social issues and express them through a drama or theater work.	7th TH:Ca11.1.7 a. Incorporate music, dance, art, and media to strengthen the meaning and conflict in a drama or theater work with a particular cultural, global, or historical context.	8th TH:Ca11.1.8 a. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues.	HS Proficient TH:Ca11.1.HSII a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work.	HS Accomplished TH:Ca11.1.HSIII a. Integrate conceptions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work.	HS Advanced TH:Ca11.1.HSIII a. Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems.
Enduring Understanding 11.2 Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. Essential Question • In what ways can research into histories, theories, literature, and performances affect how theatrical processes are understood?												
Pre-K TH:Ca11.2.PK=	Kindergarten TH:Ca11.2.K a. With prompting and support, identify stories that are similar to one another in dramatic play . b. With prompting and support, tell a short story in dramatic play .	1st TH:Ca11.2.1 a. Identify similarities and differences in stories from one's own community in a guided drama experience . b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience .	2nd TH:Ca11.2.2 a. Identify similarities and differences in stories from multiple cultures in a guided drama experience . b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience .	3rd TH:Ca11.2.3 a. Explore how stories are adapted from literature to drama or theater work. b. Examine how artists have historically presented the same stories by using different art forms, genres , or theatrical conventions .	4th TH:Ca11.2.4 a. Investigate cross-cultural approaches to storytelling . b. Identify historical sources that explain theater terminology and theatrical conventions .	5th TH:Ca11.2.5 a. Analyze similarities and differences between stories set in different cultures. b. Compare the theatrical conventions of a given time period with those of the present.	6th TH:Ca11.2.6 a. Analyze two different versions of a drama or theater work to determine differences and similarities. b. Investigate time period and place to better understand performance and design choices.	7th TH:Ca11.2.7 a. Research and discuss how a playwright might have intended a drama or theater work to be produced. b. Examine artifacts from a time period and place to better understand performance and design choices.	8th TH:Ca11.2.8 a. Research the story elements of a staged drama or theater work and compare them to another production of the same work. b. Identify and use artifacts from a time period and place to develop performance and design choices.	HS Proficient TH:Ca11.2.HSII a. Research how theater artists apply creative processes to tell stories. b. Use basic theater research methods to better understand the social and cultural background of a drama or theater work.	HS Accomplished TH:Ca11.2.HSIII a. Use theater research to formulate creative choices for a devised or scripted drama or theater work. b. Explore how personal beliefs and biases influence the interpretation of a drama or theater work.	HS Advanced TH:Ca11.2.HSIII a. Use an informed understanding to justify the creative choices made in a devised or scripted drama or theater work. b. Present and support an opinion about the social, cultural, and historical understandings of a drama or theater work, based on critical research .



TOGETHER WE • CREATE • PRESENT PERFORM • RESPOND • CONNECT PRODUCE

Page 11 of 11, THEATER
Copyright 2017
The New York State Education Department

Individual Arts Assessment Pathway (IAAP)



+ 1 graduation pathway option



Locally determined three-unit sequence in the arts



Based on student interests



Demonstration of growth over time



Aligned to the High School II Accomplished Performance Indicators



Preparation for future experiences and opportunities in the arts!

Why offer the Individual Arts Assessment Pathway (IAAP)

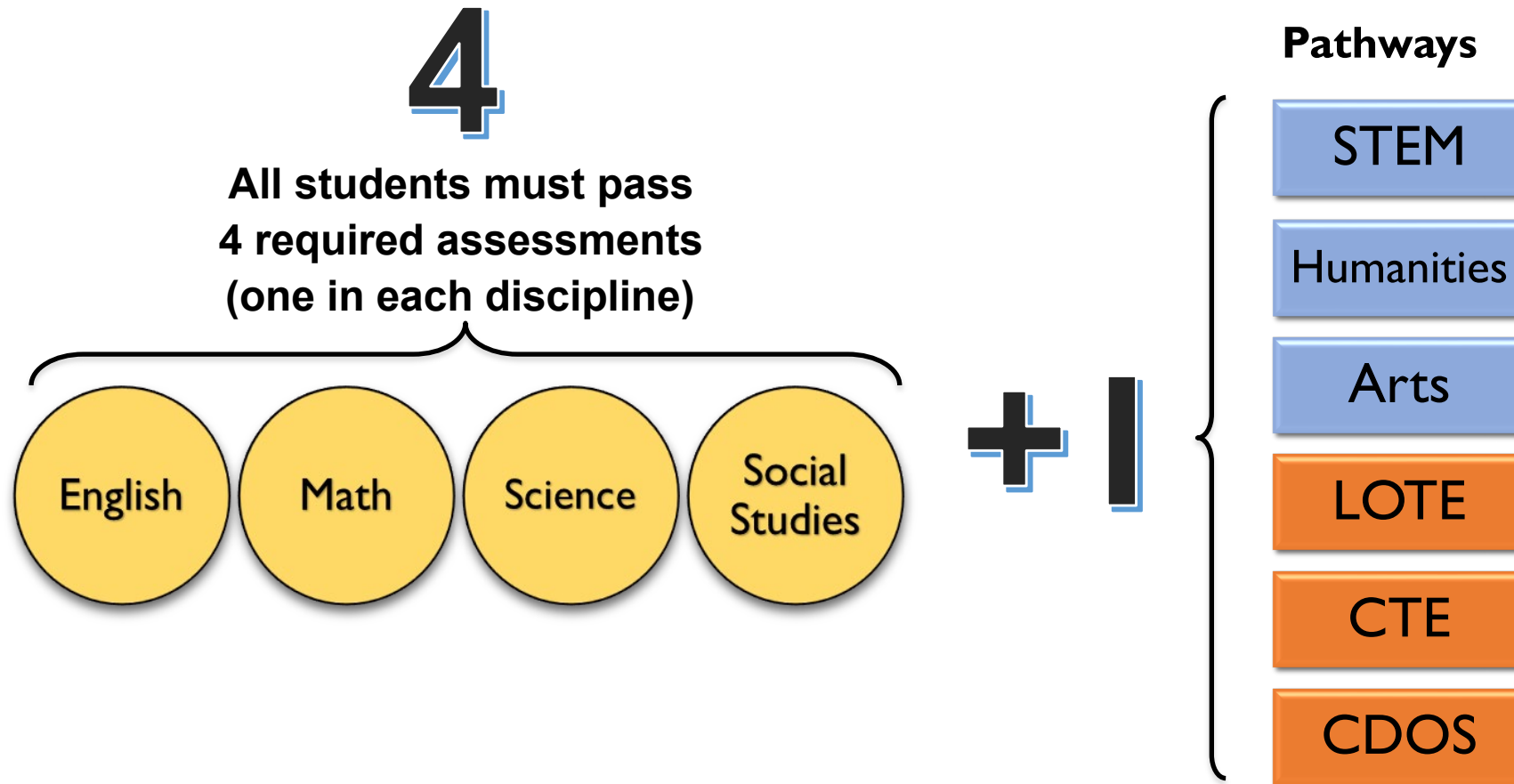
The IAAP offers high school students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts.

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 pending approval from the Board of Regents



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**.

Embedded and responsive to local curriculum

Aligned to the new 2017 Arts Standards

Available to ALL students
(Equity Focus)

Shared structure and guidelines, individually determined submissions

Digitally stored, curated collections of student work

Scored locally and/or regionally

Developed and vetted by Arts Teacher Professionals from across the State

Cost-effective

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) Indiv. Arts Assess. Pathway (IAAP) Model; revised simplified model further developed internally with Office of State Assessment

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 (cont.) 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 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.

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

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.

Third Year/Third Unit of Study

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.

IAAP Implementation Guides



**NYS Education Department
Individual Arts Assessment Pathway
(IAAP) Implementation Guide
Visual Arts / Media Arts**

Winter 2022

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

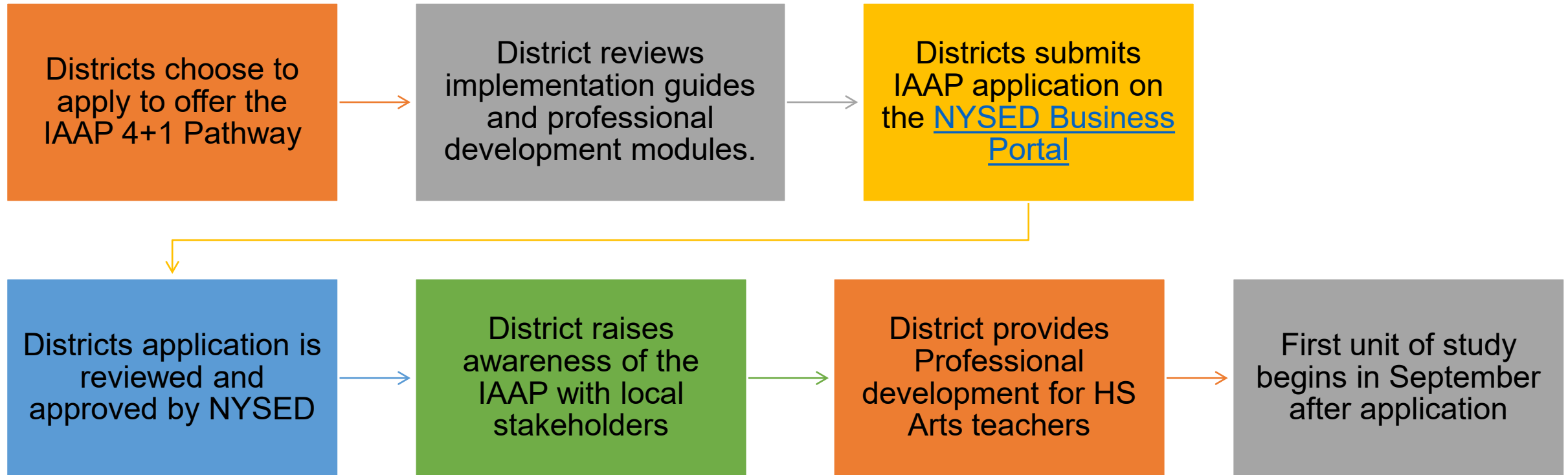
- [Visual and Media Arts](#)
- [Music](#)
- [Theater](#)
- [Dance](#)

Implementation guides include:

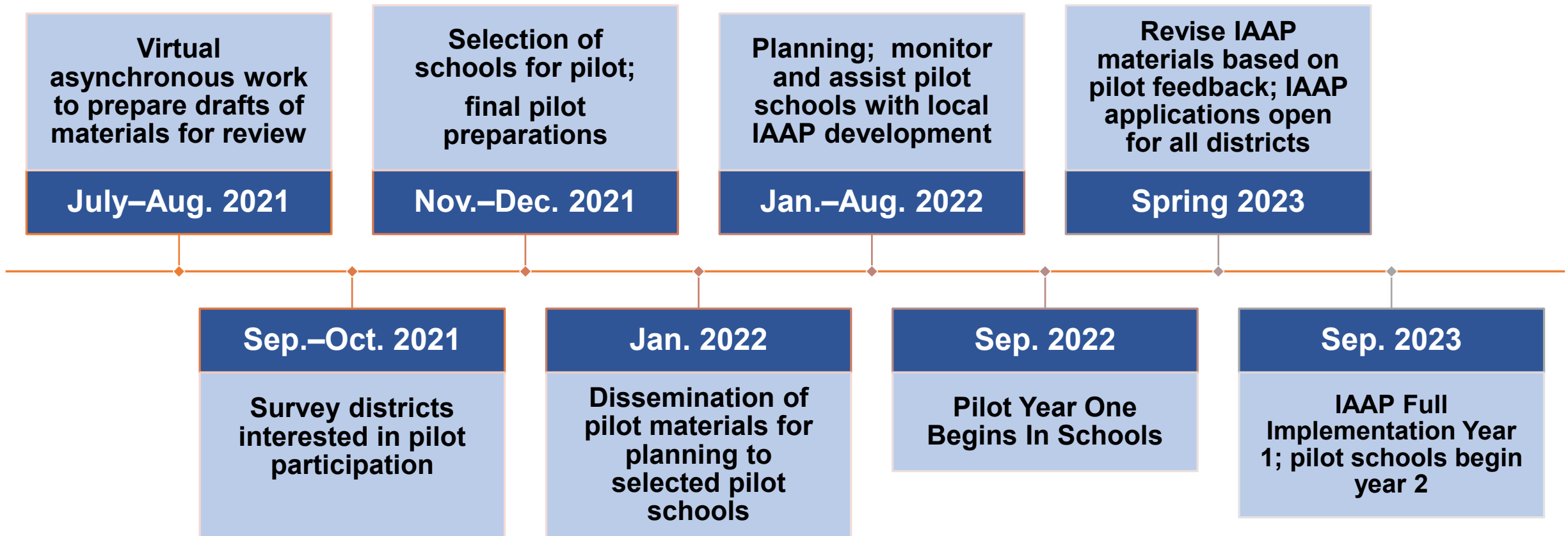
- Mandatory portfolio requirements
- Application process overview
- Sample rubrics
- Implementation considerations
- Resources for teachers and students

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](#)

[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](#)

**NYSED's
Office of Standards &
Instruction
(518) 474-5922**

**[www.nysed.gov/standards-
instruction](http://www.nysed.gov/standards-instruction)**

**David W. Seligman
*Associate in Instructional
Services, Arts***

David.Seligman@nysed.gov

