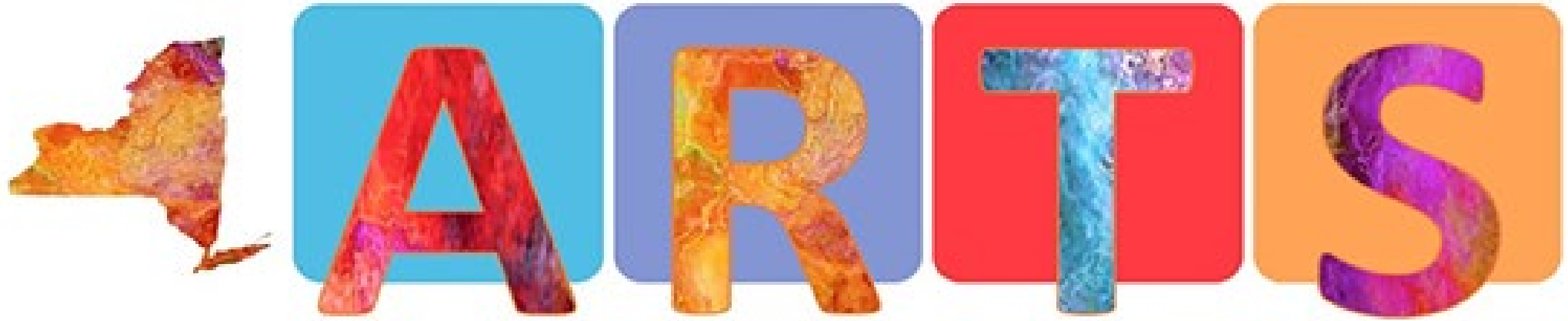


# New York State Learning Standards for the



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

Individual Arts Assessment Pathway (IAAP) Professional  
Development module  
Module 3: Guidance for Teachers and Students

# 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***

**Module 4:** Grading IAAP Portfolios

**Module 5:** Wrap-up and Reflections

New York State Learning Standards for the



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**Dance, Music, Theater, Visual and Media Arts**

# Review Module 2 Action Items

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## **Before beginning this module:**

- ✓ Complete the IAAP application process
  - ✓ Determine how creative works, evidence of feedback, and other IAAP materials will be collected and maintained
- ✓ Receive approval from NYSED
  - ✓ Review professional development plans for the IAAP Year 1
  - ✓ Continue to raise awareness of the IAAP

# Module Objectives

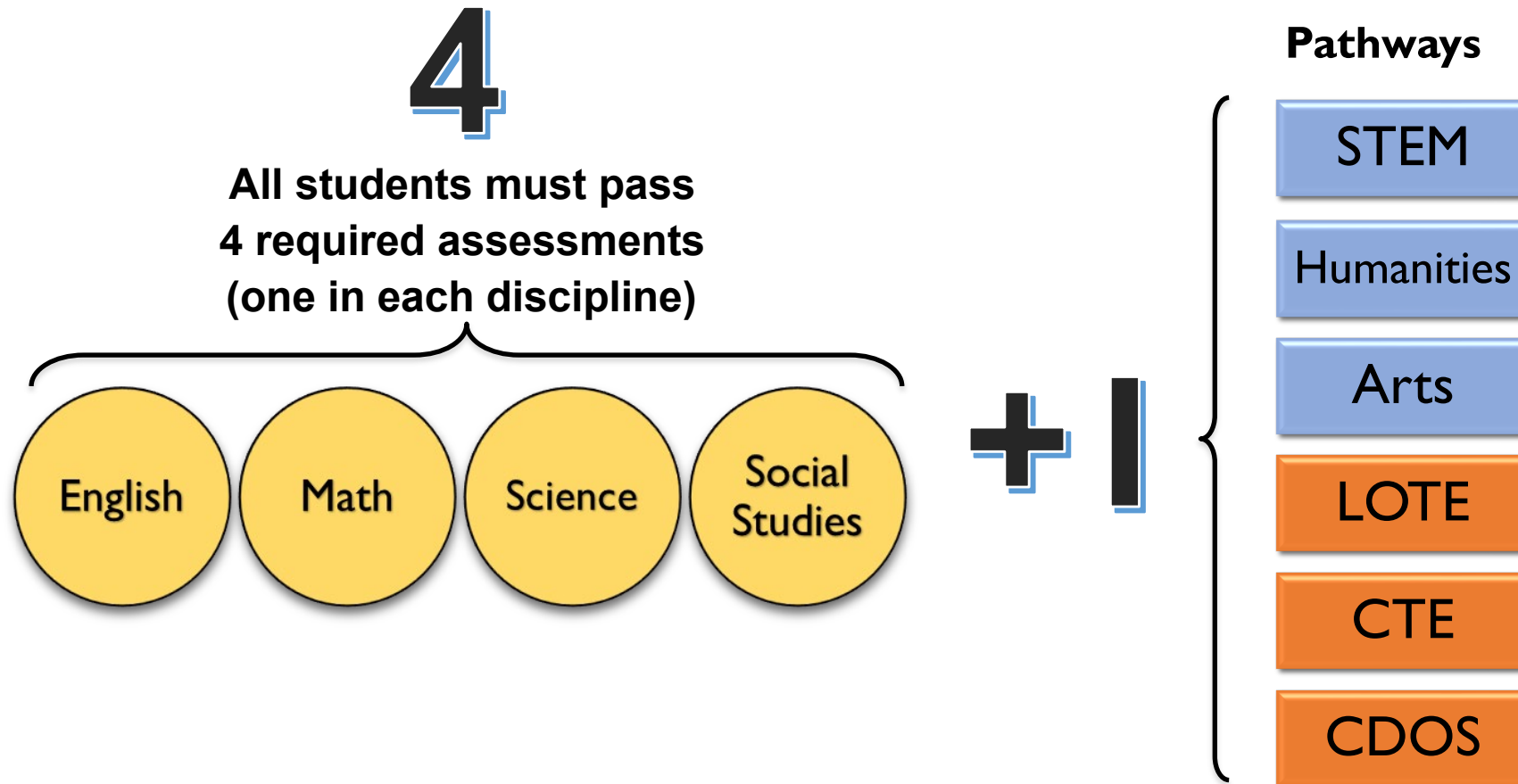
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## Participants will be able to:

- ❑ 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

# IAAP 4+1 Pathway

The IAAP could be used as an Arts Pathway pending approval from the Board of Regents



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# Individual Arts Assessment Pathway (IAAP) At A Glance Overview

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# Individual Arts Assessment Pathway (IAAP) Year 1

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## 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.

## 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.

# Individual Arts Assessment Pathway (IAAP) Year 2

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## 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

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## 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.



# Individual Arts Assessment Pathway (IAAP) Year 3

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## 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<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.

# Introducing Teachers to the Individual Arts Assessment Pathway (IAAP)

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**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

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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**

- Suggested Artifacts

[Sample IAAP Tracking Form](#)

# Introducing students to the Individual Arts Assessment Pathway (IAAP)

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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.

## 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

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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](#)

# Formative assessment and the IAAP

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)



## GUIDING PRINCIPLES

### HOW MIGHT FORMATIVE ASSESSMENT PRACTICES BE USED TO GUIDE INSTRUCTION AND INCREASE STUDENT LEARNING?

**Feedback and reflection are key components of effective formative assessment.**

- How will you create meaningful, periodic pauses for your students to reflect on their processes and products?
- How do purposeful questions guide student reflection?
- What reflection tools might you provide students to encourage thoughtful reflection?
- What instructional strategies might you use to ensure that your students receive prompt feedback that they can understand and use?
- What tools might you use to ensure that students use feedback to improve their processes and products?

**Formative assessment fosters student learning and guides teachers' instruction.**

- How might you design a unit in order to ensure that assessment results prompt as well as evaluate learning?
- What makes a rubric valuable to you and your students?
- How might students benefit from co-creating a rubric with the teacher and/or their peers?
- When might a checklist provide more valuable information than a rubric?
- How might you use formative assessment to increase students awareness of learning goals?

**An assessment management strategy is needed to ensure efficiency and effectiveness of instruction.**

- How will you create a balanced assessment plan that addresses all eleven Standards?
- How might you use assessment data to inform daily instruction?
- How will you monitor students' longitudinal growth?
- How might you use assessments of professional and student models to clarify expectations?
- When might peer- and self-assessment serve a valuable role?
- What tools will you use in large groups to capture the questions and wonderings of individual students?

**Formative assessment fosters student metacognition.**

- How might formative experiences encourage students to gain insight into their perceptions and reflections?
- What tools might be implemented to prompt student metacognition?
- What implications does metacognition have for other learning?

**The design of assessment tools should be aligned with their purpose.**

- What roles do formative and summative assessment play in your classroom?
- How might you design a unit in order to ensure that assessment results prompt as well as evaluate learning?
- In what ways might you differentiate assessments to provide opportunities for students to demonstrate growth and achievement in multiple modalities?


**Technology tools foster student reflection and capture data that informs instruction.**

- What technology tools might your students use to reflect on their learning during class and over time?
- How might you use technology as a tool for managing and analyzing formative assessment data?
- How might technology support a differentiated assessment plan?
- When might technology be an impediment to student reflection?

# ASSESSMENT

## ARTS

*As the Learning Standards for the Arts move into full implementation, administrators and teachers will need to develop assessments aligned with state standards and local goals to measure student learning. 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 works, and demonstrate artistic literacy within the discipline.*

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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

# Review Module Objectives

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- ✓ 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

# Arts Learning Standards Resources

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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

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## **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  
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New York State Learning Standards for the

