NYS Education Department
Individual Arts Assessment Pathway (IAAP) Implementation Guide
Theater
Winter 2023

THE UNIVERSITY OF THE STATE OF NEW YORK

Table of Contents

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 the Department approved Arts Graduation Pathway, a 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 Unit
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 Unit
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 Unit
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 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 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 applicate completing the form
- Local IAAP point person to receive all communications about the IAAP from NYED
- 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

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**	

Artistic Processes		Anchor Standards	Discipline-Specific Performance Indicators
Cr Creating — Conceiving and developing new artistic ideas and work.		1. Generate and conceptualize artistic ideas and work.	**All Arts Disciplines** Performance Indicators are written for each grade level, within each arts discipline:
		2. Organize and develop artistic ideas and work.	• Pre-K – 8
		3. Refine and complete artistic work	• High School
Pr — Performing Music Dance Theater — Realizing artistic ideas and work through interpretation and presentation.		4. Select, analyze, and interpret artistic work for presentation.	o HSI – Proficient o HSII – Accomplished o HSIII – Advanced
	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.	**Music Only** General Music • Pre-K – 8 In additional strands:
Re Responding — Understanding and evaluating how the arts convey meaning.		7. Perceive and analyze artistic work.	• Harmonizing Instruments, Traditional and Emerging Ensembles
		8. Interpret meaning in artistic work.	o Novice – Gr 5
		9. Apply criteria to evaluate artistic work.	o Intermediate – Gr 8
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.	• Composition & Theory, Technology o HSI – Proficient o HSII – Accomplished
		11. Investigate ways that artistic work iis influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	o HSIII – Advanced

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		
HSI Proficient	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.	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. 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.
HSII Accomplished	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.	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

		skills for and interest in participation in arts activity beyond the school environment.
HSIII Advanced	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 Rubric 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 standards 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			
	Achievement Levels		
Anchor Standards	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
Students 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 students meet the appropriate performance indicators in the New York Learning Standards for the Arts. The following mandatory requirement 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.

Theater Portfolio Mandatory Requirements

The following rubrics denote mandatory requirements for Theater portfolios. To assist districts, teachers and students, the Department, in collaboration with the IAAP Development Committee, has developed examples of an IAAP Student tracking form, and a Theater Student Workbook.

Element	Anchor standard	Notes/Concerns
Artist Statement	CR1, CR 2, CN 10	**500 words or less (1-3 paragraphs)** • Required elements for statement of goals should mirror the post project reflection criteria
Evidence of Creative Process/Artifacts (5-7)	CR 3, PR 5, RE 7 CN 10, CN11	**Evidence of Creative Process and Artifacts could include, but is not limited to:** Production Photos, Performance Videos, Research Materials, Journals, Images, Collages, Articles, Sketches, Renderings, Drawings, Drafting, Prompt Book, Annotated Scripts. Programs, Promotional Materials, Mind Maps, Inspiration Boards, Models, Character Analysis, Plot Analysis, Design Analysis
Initial Performance or Presentation: • Performance • Production *(Direction, Stage Management, Design, Media)* • Script • Dramaturgy • Arts Management	PR 4, PR 6	• 15 minutes maximum
Evidence of Peer and Teacher Feedback and Student Revision	CR 3 , PR 5, RE 7, RE 8	• Written or Recorded
Final Performance or Presentation: • Performance • Production *(Direction, Stage Management, Design, Media)* • Script • Dramaturgy • Arts Management	PR 4, PR 6, CN10	• Written and Recorded
Post Project Self Reflection	RE 9, CN 11	• This reflection encompasses all projects • Criteria for Reflection mirrors statements of goals

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 though 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.

Initial Performance/Presentation Assessment

Focus for Teacher and Student

Initial Performance/Presentation Assessment Focus for Teacher and Student				
CREATING - Performance Indicators	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
Anchor Standard 1 a. Investigate historical and cultural conventions and their effect on the visual composition of a drama or theater work. b. Understand and apply technology to design solutions for a drama or theater work c. Use personal experience and knowledge to develop a character who is believable.				
Anchor Standard 2 a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences applied to a drama or theater work. b. Cooperate as a creative team to make interpretive choices.				

Anchor Standard 3
  a. Analyze the dramatic concept and technical design elements of devised or scripted drama or theater work.
  b. Use research and script analysis to revise physical and vocal choices to enhance the believability and relevance of a drama or theater work.
  c. Revise technical design choices during a rehearsal process to enhance the story and emotional impact of a devised or scripted work.			

PERFORMING - Performance Indicators	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback

Anchor Standard 4
  a. Discover how unique choices shape believable and sustainable theatrical experiences.
  b. Use research to determine choices that influence character.				

Anchor Standard 5
  a. Refine a range of acting skills to build a believable and sustainable performance.
  b. Apply research of technical elements to create a design that communicates a theatrical concept.				

Anchor Standard 6 a. Present a drama or theater work, using creative processes that shape the production for a specific audience				

RESPONDING - Performance Indicators	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
Anchor Standard 7 a. Explain how multiple interpretations of a drama or theater work can influence future artistic choices.				

Anchor Standard 8
  a. Provide evidence to support an interpretation of artistic choices.
  b. Debate and distinguish multiple aesthetics through theatrical experience.				

Anchor Standard 9
  a. Analyze and assess a drama or theater work by connecting it to art forms, history, culture, and other disciplines, using supporting evidence and criteria.
  b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work.
  c. Assess how a drama or theater work communicates purpose to a specific audience.				

CONNECTING - Performance Indicators	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
Anchor Standard 10 a. Choose and interpret a drama or theater work to reflect or question personal beliefs.				
Anchor Standard 11.1 a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work.				

Anchor Standard 11.2
   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.				

Theater IAAP Evidence of Learning

Criteria and Standards	Above Standard	At Standard	Near Standard	Below Standard
Structural Elements Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing	All structural elements are included in a professional, comprehensive, accurate, and logically organized manner.	Structural elements are comprehensive, accurate, and logically organized.	Some structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.	Structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.
Statement of Goals/Artist Statements Anchor Standard 1 Anchor Standard 10	Artist statement demonstrates thoughtfulness and sophistication in its writing style Project goals are clearly reflected in the final project	Artist statement is clearly written. Project goals are reflected in the final project	Artist statement is developing and shows some effort, but the piece needs more work. Project goals somewhat reflect the final outcome.	Artist statement is unclear. Project goals are not reflected in the final outcome.
Evidence of Creative Process/Artifacts/ Critical Understanding Anchor Standard 2 Anchor Standard 3	Able to demonstrate comprehensive knowledge and sophisticated understanding of the elements of the art form studied. Able to communicate a well-developed critical understanding of the art form studied, in the context of one's project.	Able to demonstrate knowledge and understanding of the elements of the art form studied. Able to communicate a level of critical understanding of the art form studied, in the context of one's project..	Able to demonstrate limited knowledge and understanding of the elements of the art form studied. Able to communicate a limited critical understanding of the art form studied, in the context of one's project.	Does not meet descriptors. Does not reach a standard described by any of the descriptors.

Initial Performance or Presentation: Anchor Standard 4 Anchor Standard 5 Anchor Standard 6 Anchor Standard 8	The performance or presentation comes from a strong and clear creative starting point or stimulus and provides a strong baseline for future revisions.	The performance or presentation comes from a clear starting point or stimulus and provides a clear baseline for future revisions.	The performance or presentation comes from an unclear starting point or stimulus and provides an unclear baseline for future revisions.	The performance or presentation does not provide a starting point or stimulus or provide a baseline.
Evidence of Peer and Teacher Feedback and Student Revision Anchor Standard 7 Anchor Standard 9	Intentionally uses feedback in the artistic development that shows an appropriate consideration of artistic processes.	Uses feedback in the artistic development which informs the artistic development and processes.	Uses some feedback in the artistic development with extensive guidance, which informs the artistic development and processes.	Does not reach a standard described by any of the descriptors.
Final Performance or Presentation: Anchor Standard 6	Performance thoughtfully integrates individual research and perspectives into a sophisticated and cohesive whole.	Performance integrates individual research and perspectives into a cohesive whole.	Performance somewhat integrates individual research and perspectives into a piece that needs more work.	Performance does not integrate individual research and perspectives into a piece that needs more work.
Post Project Reflection Anchor Standard 7 Anchor Standard 9 Anchor Standard 10 Anchor Standard 11.1 & 11.2	The reflection provides an insightful and sophisticated analysis of the final work focusing on the guiding question and the artist's vision Reflects critically and deeply on his or her artistic development and processes at different stages of one's work.	The reflection provides an accurate analysis of the final work focusing on the guiding question and the artist's vision. Reflects critically on his or her artistic development and processes at different stages of one's work.	The reflection provides an unclear analysis of the final work focusing on the guiding question and the artist's vision Records one's artistic development and processes with little reflection.	The reflection provides an inaccurate or clear lack of analysis of the final work focusing on the guiding question and the artist's vision Does not reach a standard described by any of the descriptors.

Final Self-Reflection
(Teacher determines the length and structure of self-reflection.)

Suggested Questions:
- What was the guiding question you were trying to answer in your project?
- Why did you choose this project and how does it reflect or question your personal beliefs?
- How did you incorporate different art forms or disciplines to create this work?
- How did you use teacher and peer feedback to revise your work?
- What do you think was the most successful aspect of your project and why?
- What do you think was the most challenging aspect about your project and why?
- What skills learned in this project prepare you for college or career?
- If you were to complete this project/portfolio/research again, what would you change or do differently or why

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.

Independent study Independent Study (Elective Credit) 8 NYCRR 100.5(d)(9)	Grade 8 Acceleration Grade 8 Acceleration 8 NYCRR 100.4(d)	Participation in Performance arts Participation in Performance Arts 8 NYCRR 100.5(d)(2)
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.	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.	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 theater teacher, shall be approved by the visual arts, music, dance, or theater 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.

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.

IAAP Teacher of Record
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.

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 Professional Development Module Three: Guidance for Teachers and Students

Theater Sample Student Workbook

Please click here to access the optional Theater Student workbook example.