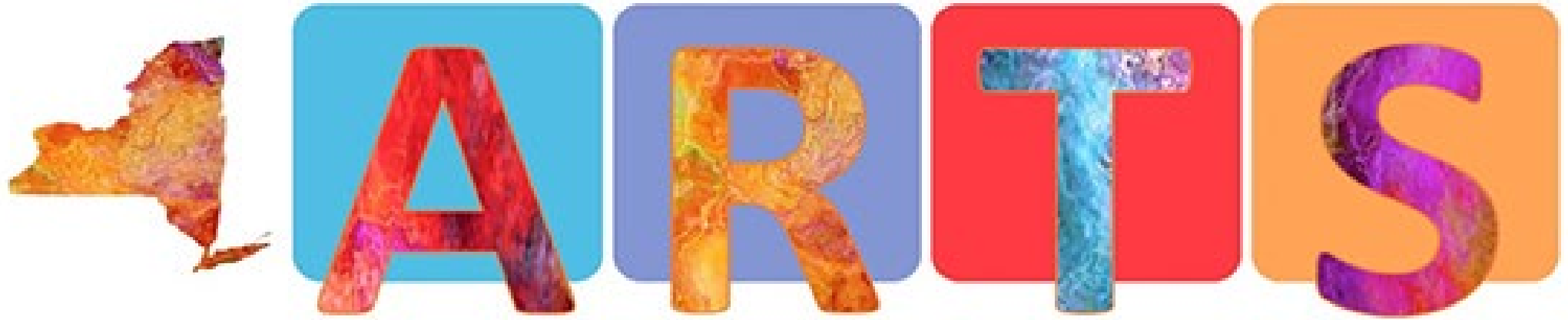


New York State Learning Standards for the



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

Individual Arts Assessment Pathway S/CDN

March 3, 2023

Individual Arts Assessment Pathway (IAAP)



+ 1 graduation
pathway option

3

Locally determined
three-unit sequence
in the arts



Based on
student interests



Demonstration
of growth over
time

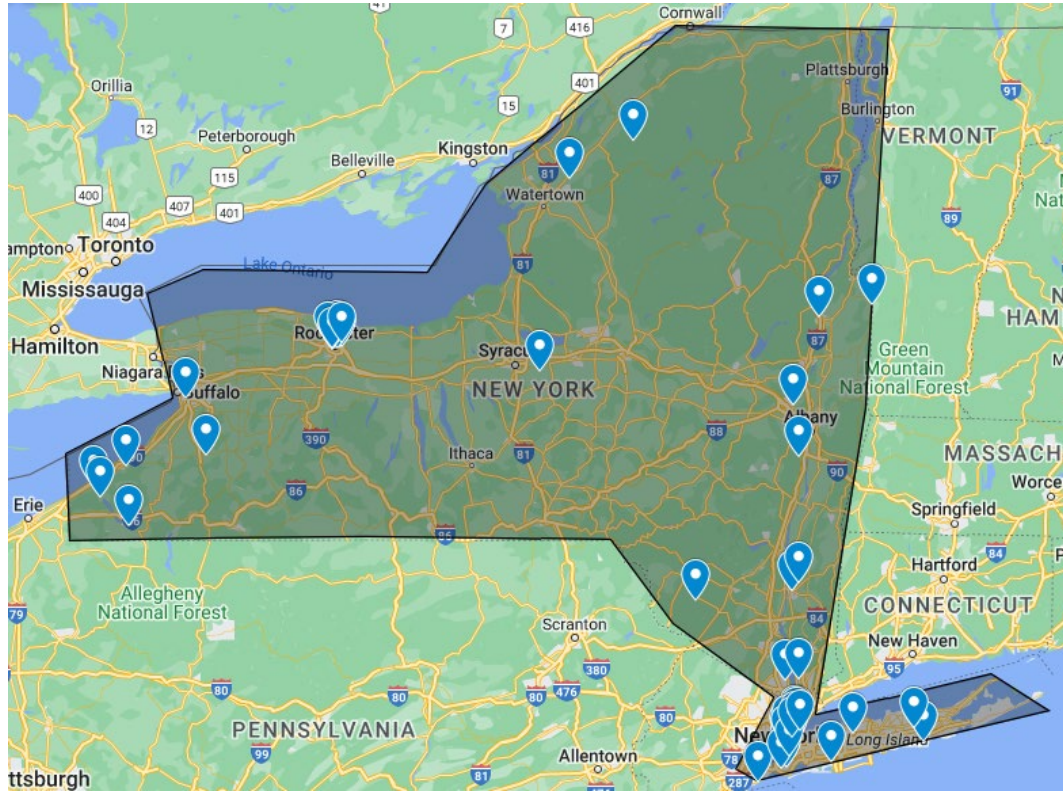


Aligned to the High
School II
Accomplished
Performance
Indicators



Preparation for
future
experiences and
opportunities in
the arts!

Individual Arts Assessment Pathway Pilot for Approved Pilot Schools



Individual Arts Assessment Pathway Three-year Pilot 2022-2025 AY

- 25 School districts and 48 schools
- Dutchess County BOCES piloting at their alternative high school
- 2022-2023 enrollment is a diverse group of 1140 9th graders

Individual Arts Assessment Pathway and Diversity, Equity, and Inclusion

NYS Board of Regents Initiative on Diversity, Equity & Inclusion

 New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

We will create and sustain safe, nurturing and engaging learning environments for **ALL** students.


*"Diversity is not our problem. It is our promise."
-- Elijah Cummings*

WELCOMED AND SUPPORTED

- Diversity means a wide range of human qualities and attributes
- Diversity is an educational and social asset for ALL
- Respecting diversity helps us meet the physical, social and emotional needs of ALL


*"Always remember that you are absolutely unique.
Just like everyone else."
-- Margaret Mead*

OPPORTUNITIES TO SUCCEED

- Equity means fair treatment and opportunity for ALL
- Equity is fair access to programs, classes and needed supports
- Equity prepares ALL students to be actively engaged citizens


*"There is only one way to see things, until someone shows us
how to look at them with different eyes."
-- Pablo Picasso*

CULTURES, LANGUAGES AND EXPERIENCES

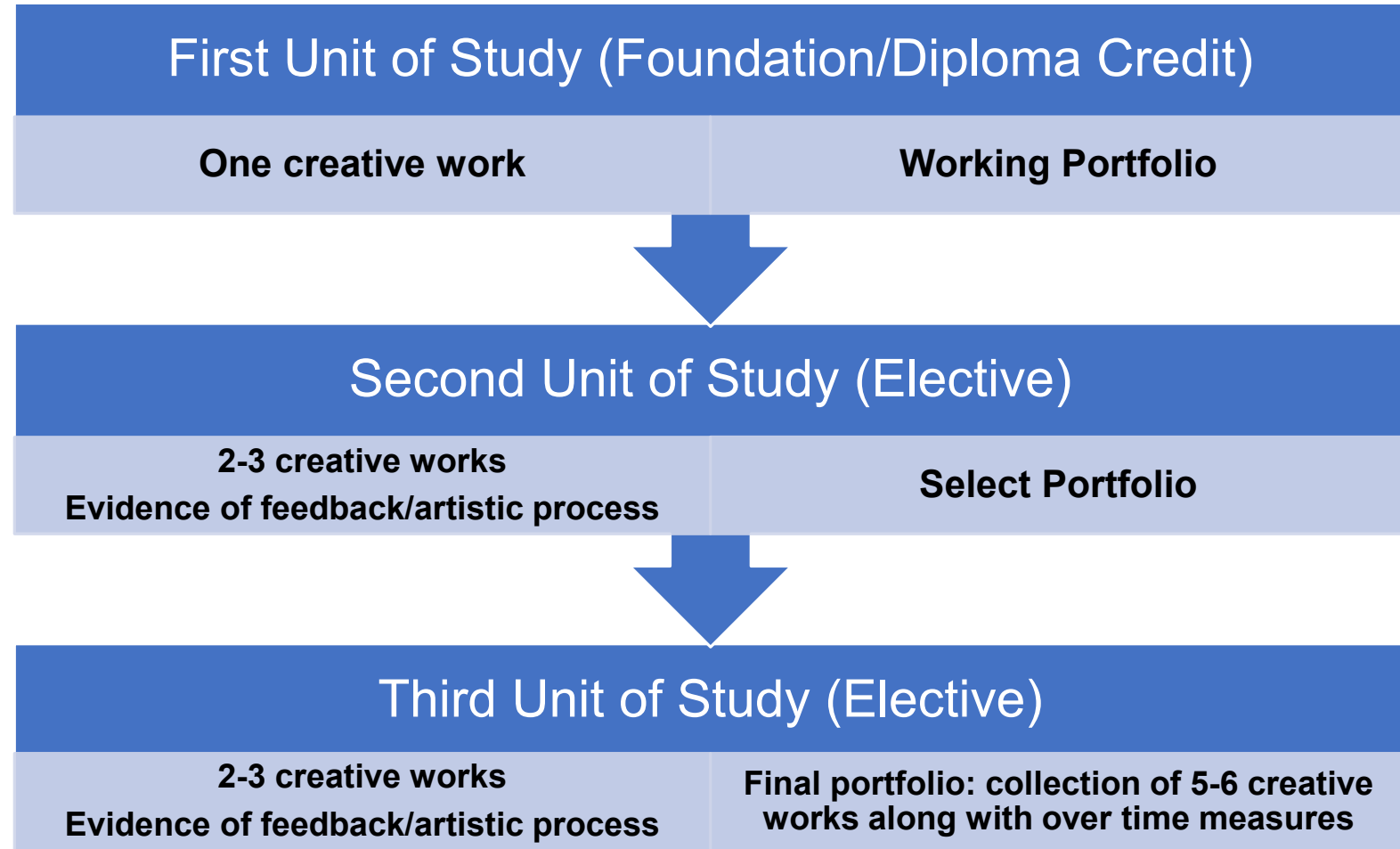
- Inclusion means recognizing, understanding and accepting ALL
- Inclusion teaches and models respect for ALL
- Inclusion makes ALL feel safe, supported and valued

*"Diversity is being invited to the dance. Inclusion is being asked to dance.
Equity is allowing you to choose the music." -- Cynthia Olmedo*

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.

How is the IAAP achieved?

- ✓ 3 units of study (or the equivalent) in the Arts
- ✓ Locally graded portfolio containing all discipline specific mandatory elements that demonstrates students' attainment of the Learning Standards for the Arts at the HS II Accomplished Level



IAAP Sequences

Guidance Arts sequences are available on the NYSED Arts webpage. These flowcharts are guidance and suggest possible course progressions and do not include all possibilities. Additional sequence examples are forthcoming as the pilot continues

Interdisciplinary Studies 05116 Music - Music History/Appreciation, HS I Level 05118 Music - Music Appreciation, HS I Level 05201 Music - Interdisciplinary Arts, HS I Level 05117 Music - Music History, HS II or III Level 05115 IB Music, HS II or III Level 05147 Music - Music Independent 05148 Music - Workplace Experier	Harmonizing Instruments 05107 Music - Piano, HS I Level 05108 Music - Guitar, HS I Level 05107 Music - Piano, HS II or III Level 05108 Music - Guitar, HS II or III Level																																			
Composition Music Theory 05113 Music Theory, HS I Level 05114 AP Music Theory 05119 Music - Composition & Song	Accomplished Level (HSII) Electives <div><div>Media Arts</div><div>Visual Arts</div></div> <table><tr><td>Interactive Design 05252</td><td>Cinematography/ Video Production 05168</td><td>Digital Imaging 05251</td><td>Studio in Drawing and Painting 05155</td><td>Studio in Sculpture 05158</td></tr><tr><td>Interactive Game Design 05253</td><td>Moving Image 05255</td><td>Visual Communication Design 05162</td><td>Studio in Printmaking 05161</td><td>Studio in Ceramics 05159</td></tr><tr><td>Digital Sound Design 05257</td><td>Moving Image/ Animation 05256</td><td>Advertising Design 05163</td><td>Advanced Studio in Drawing 05156</td><td>Studio in Fibers and Textiles 05164</td></tr><tr><td>Multimedia Design 05260</td><td>Media Performance 05259</td><td>Photography/ Digital Photography 05167</td><td>Advanced Studio in Painting 05157</td><td>Studio in Fashion 05190</td></tr><tr><td>Intermedia Design 05261</td><td>Media Literacy 05263</td><td>Advanced Studio in Graphic Design* 05199</td><td>Printmaking/ Graphics 05160</td><td>Industrial Design 05191</td></tr><tr><td>Media Arts Theory 05262</td><td>Media Arts Other 05299</td><td>Web Design 05254</td><td>Architectural Drawing & Design 05199-other</td><td>Studio in Interior Design 05193</td></tr><tr><td></td><td></td><td>Virtual Design 05258</td><td>Arts Interdisciplinary 05201</td><td>Advanced Creative Crafts 0519</td></tr></table>	Interactive Design 05252	Cinematography/ Video Production 05168	Digital Imaging 05251	Studio in Drawing and Painting 05155	Studio in Sculpture 05158	Interactive Game Design 05253	Moving Image 05255	Visual Communication Design 05162	Studio in Printmaking 05161	Studio in Ceramics 05159	Digital Sound Design 05257	Moving Image/ Animation 05256	Advertising Design 05163	Advanced Studio in Drawing 05156	Studio in Fibers and Textiles 05164	Multimedia Design 05260	Media Performance 05259	Photography/ Digital Photography 05167	Advanced Studio in Painting 05157	Studio in Fashion 05190	Intermedia Design 05261	Media Literacy 05263	Advanced Studio in Graphic Design* 05199	Printmaking/ Graphics 05160	Industrial Design 05191	Media Arts Theory 05262	Media Arts Other 05299	Web Design 05254	Architectural Drawing & Design 05199-other	Studio in Interior Design 05193			Virtual Design 05258	Arts Interdisciplinary 05201	Advanced Creative Crafts 0519
Interactive Design 05252	Cinematography/ Video Production 05168	Digital Imaging 05251	Studio in Drawing and Painting 05155	Studio in Sculpture 05158																																
Interactive Game Design 05253	Moving Image 05255	Visual Communication Design 05162	Studio in Printmaking 05161	Studio in Ceramics 05159																																
Digital Sound Design 05257	Moving Image/ Animation 05256	Advertising Design 05163	Advanced Studio in Drawing 05156	Studio in Fibers and Textiles 05164																																
Multimedia Design 05260	Media Performance 05259	Photography/ Digital Photography 05167	Advanced Studio in Painting 05157	Studio in Fashion 05190																																
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		Virtual Design 05258	Arts Interdisciplinary 05201	Advanced Creative Crafts 0519																																

Portfolio Mandatory Requirements

Visual Arts / Media Arts		
Element	Anchor Standard	Notes
Artistic Statement/Goals	CR1, CR 2, CN 10	500 words or less, can be written, or recorded. (voice, digital or hard copy) Statement should include an Artistic Growth Statement.
Minimum of 5 creative works connected to student's artistic goals	CR 2, CR 3, PR4,	5 creative works from HS level visual arts / media arts unit of study, any discipline connected to student goals; Concentration on breadth and growth of visual concepts, understanding, and skills
Initial artistic work and evidence of creative process/design process <ul style="list-style-type: none"> • sketchbooks/websites • Sketches, mock-ups • Other process artifacts 	CR 3, PR 5, RE 7 CN 10, CN11	Sketchbook/visual journal, storyboards, shot lists, resource images, project presentation decks, mood boards and mind maps, evidence of experimenting with materials, ideas, or approaches
Additional artworks and evidence/ of creative process/design process: <ul style="list-style-type: none"> • sketchbooks/websites • Sketches, mock-ups • other process artifacts • self/Teacher feedback • evidence of peer critique • Artistic Growth Piece with reflection 	CR 3, PR 5, RE 7 CN 10, CN11	"Artistic Growth Statement" supported by visual evidence
Final artwork(s) with process reflection <ul style="list-style-type: none"> • final artistic statement / include goals • Self-reflection • Process artifacts <ul style="list-style-type: none"> ○ storyboards ○ shot lists ○ interview question ○ sketches/thumbnails, research, iterations 	CR 3, PR 6 RE 8, RE 9	Evidence of growth/learning gleaned from Artist statements, short answers to guided questions, and self-reflections must be visible in the Final artwork(s); additional Process artifacts as evidence can be included if artifact supports artists goals/statements



HS Accomplished VA:Cr1.1.HSII

a. Formulate, individually or **collaboratively**, new creative problems, based on student's existing artwork.



HS Accomplished VA:Pr6.1.HSII

a. Make, explain, and **justify** connections between artists or artwork and social, **cultural**, and political history.

Mandatory portfolio elements come from the HS II performance indicators in the learning standards. Anchor standards are listed with each mandatory element.

Learning Standards for the Arts: Four Processes

The Learning Standards for the Arts 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

Learning Standards for the Arts: Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

Cr

Creating

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

Pr

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.

Re

Responding

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

Cn

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.

Learning Standard Performance Indicators

The Performance indicators are organized into three achievement levels for High School.

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 cultures 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	Kindergarten TH:Ca11.1.K	1st TH:Ca11.1.1	2nd TH:Ca11.1.2	3rd TH:Ca11.1.3	4th TH:Ca11.1.4	5th TH:Ca11.1.5	6th TH:Ca11.1.6	7th TH:Ca11.1.7	8th TH:Ca11.1.8	HS Proficient TH:Ca11.1.HSI	HS Accomplished TH:Ca11.1.HSII	HS Advanced TH:Ca11.1.HSIII
a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play .	a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play .	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience .	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience .	a. Identify connections to community, social issues, and other content areas in a drama or theater work.	a. Respond to community and social issues and incorporate other content areas in a drama or theater work.	a. Investigate historical, global, and social issues expressed in a drama or theater work.	a. Identify universal themes or common social issues and express them through a drama or theater work.	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.	a. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work.	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	1st TH:Ca11.2.1	2nd TH:Ca11.2.2	3rd TH:Ca11.2.3	4th TH:Ca11.2.4	5th TH:Ca11.2.5	6th TH:Ca11.2.6	7th TH:Ca11.2.7	8th TH:Ca11.2.8	HS Proficient TH:Ca11.2.HSI	HS Accomplished TH:Ca11.2.HSII	HS Advanced TH:Ca11.2.HSIII
a. With prompting and support, identify stories that are similar to one another in dramatic play .	a. With prompting and support, identify stories that are different from one another in dramatic play .	a. Identify similarities and differences in stories from one's own community in a guided drama experience .	a. Identify similarities and differences in stories from multiple cultures in a guided drama experience .	a. Explore how stories are adapted from literature to drama or theater work.	a. Investigate cross-cultural approaches to storytelling .	a. Analyze similarities and differences between stories set in different cultures.	a. Analyze two different versions of a drama or theater work to determine differences and similarities.	a. Research and discuss how a playwright might have intended a drama or theater work to be produced.	a. Research the story elements of a staged drama or theater work and compare them to another production of the same work.	a. Research how theater artists apply creative processes to tell stories.	a. Use theater research to formulate creative choices for a devised or scripted drama or theater work.	a. Use an informed understanding to justify the creative choices made in a devised or scripted drama or theater work.
b. With prompting and support, tell a short story in dramatic play .	b. With prompting and support, tell a short story in dramatic play .	b. Collaborate on the creation of a short scene based on a fictional literary source 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 .	b. Examine how artists have historically presented the same stories by using different art forms, genres, or theatrical conventions .	b. Identify historical sources that explain theater terminology and theatrical conventions .	b. Compare the theatrical conventions of a given time period with those of the present.	b. Investigate time period and place to better understand performance and design choices.	b. Examine artifacts from a time period and place to better understand performance and design choices.	b. Identify and use artifacts from a time period and place to develop performance and design choices.	b. Use basic theater research methods to better understand the social and cultural background of a drama or theater work.	b. Explore how personal beliefs and biases influence the interpretation of a 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 .

High School II Accomplished Level

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.

HS I Proficient-----HS II Accomplished



HS Proficient VA:Cn10.1.HSI	HS Accomplished VA:Cn10.1.HSII
a. Document the process of developing ideas; from early stages to full elaboration.	a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Visual Arts

HS Proficient MU:Cr1.1.E.HSI	HS Accomplished MU:Cr1.1.E.HSII
a. Generate melodic, rhythmic, and timbral ideas for <i>contrasting phrases</i> .	a. Generate melodic, rhythmic, and timbral ideas for use in a <i>complete passage of music</i> .

Music, Traditional and Emerging Ensemble strand



How Can BOCES or Districts Apply?

Districts or BOCES can access IAAP applications on the [NYSED Business Portal](#).

Applications have been delegated to superintendents who in turn can delegate to appropriate staff to complete.

Applications will be reviewed and approved on a rolling basis. Applications are open until August 1, 2023.

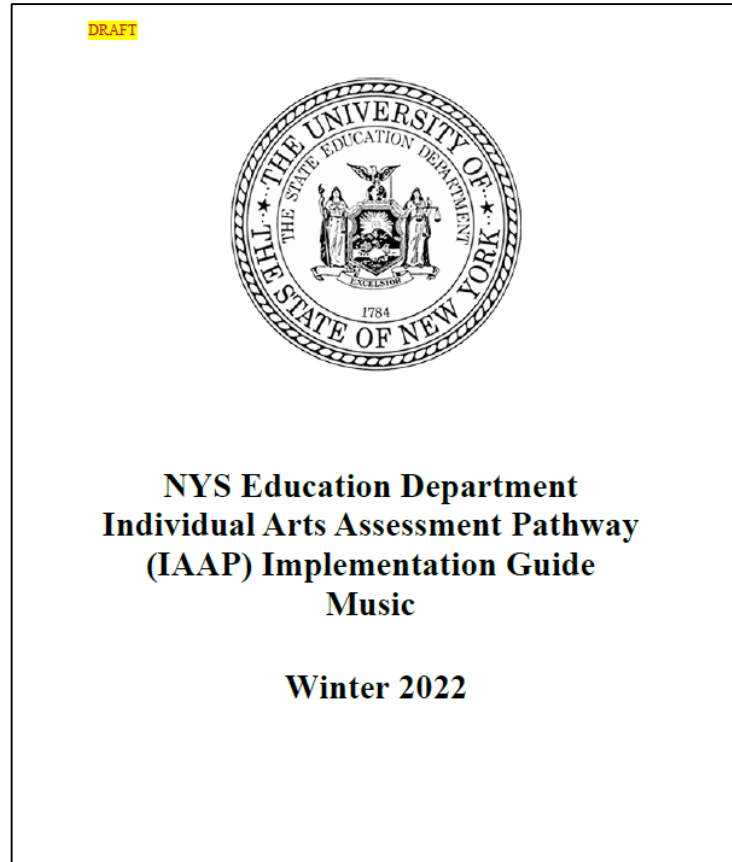
Program Application questions

Program applications must include:

1. Type of school
2. Name and job titled of applicate completing the form
3. Local IAAP point person to receive all communications about the IAAP from NYED
4. A description of how student's artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
5. Which discipline(s) (Visual arts, Media Arts, Music, Theatre and/or Dance) will the IAAP be offered in?
6. Projected enrollment in year one
7. A description of how the local IAAP will be communicated to students, parents, teachers, and school counselors
8. 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



Individual Arts Assessment Pathway (IAAP) Implementation Guides



Implementation guides include:

- ✓ FAQ
- ✓ Information on applying to offer the IAAP
- ✓ Mandatory portfolio requirements
- ✓ Mandatory items for special strands
- ✓ Local IAAP grading guidance
- ✓ Sample rubrics
- ✓ Implementation considerations and resources

IAAP Implementation Guide Revisions



- Revised music implementation guide will include language which allows NYSSMA Solo Adjudication to be used to complete an element in student's IAAP portfolios.
- Further description of the High School performance levels in the Learning Standards for the arts
- Updated information on the IAAP application process

Implementation Guides Highlights

Student Name:		IAAP Contact:		Student ID:		Year Start:			
Anchor Standard	Performance Indicators	ARTIST CHECKLIST							
		Description of Evidence.	Location of Evidence (Provide link to digital file/folder.)	How does this evidence meet the Performance Indicator?	Stage in Process	Course Name / Teacher	Year	Completed?	Reflection
1: VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.								
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work.								
	VA:Cr1.2.HSII a. Choose from a range of materials and methods of								

Student Name:		IAAP Contact:		Student ID:		Year Start:			
Anchor Standard	Performance Indicators	TEACHER CHECKLIST							
		Description of Evidence.	Location of Evidence (Provide link to digital file/folder.)	How does this evidence meet the Performance Indicator?	Stage in Process	Course Name / Teacher	Year	Completed?	Reflection
1: VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.								
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and								

Sample student and sample teacher tracking checklists are available in the discipline specific implementation guides

Visual/Media Arts Sample Tracking Checklists

Implementation Guides highlights

SAMPLE Rubrics

The following rubrics are provided as *suggested* tools for assessing IAAP portfolio entries. Districts may adopt the sample rubrics or create rubrics that are aligned with local curricula and grading procedures; however, all IAAP portfolio grading rubrics must be aligned with the eleven NYS Music Anchor Standards.

Sample Rubrics by Strand

Anchor Standard		Performance Indicator
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MU: Cr1.1.E.HSII a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.	
Anchor Standard 2: Organize and develop artistic ideas and work	MU:Cr2.1.E.HSII a. Select from and develop previous ideas to create complete passages of music. b. Preserve drafts of creative work through standard notation and recording technology.	
Anchor Standard 3: Refine and complete artistic work	MU:Cr3.1.E.HSII a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria. MU:Cr3.2.E.HSII a. Share created musical passages, individually or as an ensemble.	

Student Name: Start:		IAAP Contact:	Student ID:	Year
Anchor Standard	Performance Indicators		Possible Artifacts to Meet Performance Indicators	
1:VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work. VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.		Sketches, studies, storyboards, thumbnails, process photos or photographs of work in progress, documentation of discussion, artwork proposal, project presentation decks: slides tracking student art or design process, character research and analysis, models, mind maps, collages, inspiration boards, mood boards, peer edits of work, story ideas.	
2: VA/MA: Organize and develop artistic ideas and work	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.		Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials,	

Visual and Media Arts: possible artifacts by anchor standard

Music: Sample rubrics by special strand

Music Implementation Guide Highlights

Music Mandatory Requirements by Special Strand

Portfolio entries must include a creative, performance, and reflection entry from each of three units of study. Each of the mandatory entries must be present for the portfolio to be submitted for evaluation. The balance of the portfolio is at the District's discretion, but evidence of attainment of the HS Level II Accomplished Performance Indicators within each of the eleven NYS Music Standards must be provided.

Composition & Theory			
COMPOSITION & THEORY			
	Unit One Artifacts	Unit Two Artifacts	Unit Three Artifacts
Creative Products	<p><i>CR 1, 2, 3: Notation</i></p> <ul style="list-style-type: none"> Create a monophonic binary or theme and variation form. Notate the composition using standard notation (hand-written or software program). <p><i>PR 4, 5, 6: Video Recording</i></p> <ul style="list-style-type: none"> Participate in a performance of the portfolio composition. 	<p><i>CR 1, 2, 3: Notation</i></p> <ul style="list-style-type: none"> Create a homophonic composition in binary, ternary or rondo form. Notate the composition using standard notation (hand-written or software program). <p><i>PR 4, 5, 6: Video Recording</i></p> <ul style="list-style-type: none"> Participate in a performance of the portfolio composition. 	<p><i>CR 1, 2, 3: Notation</i></p> <ul style="list-style-type: none"> Create a composition in a style of choice. The composition should be three to five-minutes in length. Notate the composition using accepted notation practices (hand-written or computer-generated). <p><i>PR 4, 5, 6: Video Recording</i></p> <ul style="list-style-type: none"> Participate in a performance of the portfolio composition.
Creative Process	<p><i>In 500 or fewer words or in a video recording of three or fewer minutes:</i></p> <p><i>PR 4, 5, 6</i></p> <p>Describe the process used to assess and refine the technical and expressive aspects of evolving drafts leading to the final version of the composition.</p>	<p><i>In 500 or fewer words or in a video recording of three or fewer minutes:</i></p> <p><i>RE 7, 8, 9</i></p> <ul style="list-style-type: none"> Compare and contrast professional interpretations of a composition, referencing the composer's intent by citing the use of musical elements, compositional techniques, context, and the style/genre of the work. 	<p><i>In 500 or fewer words or in a video recording of three or fewer minutes:</i></p> <p><i>CN 10, 11</i></p> <ul style="list-style-type: none"> Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience. or Research the impact of a musician or a group of musicians on a society and identify the factors that contributed to the impact.

Music Grading Organizers by Special Strand

COMPOSITION AND THEORY				
Anchor Standards	HSII Accomplished Performance Indicators	Achievement Levels		
		HSII Accomplished (Meets Standard)	HSI Proficient (Approaches Standard)	No Entry (Ineligible Portfolio)
COMPOSITION				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MU: Cr1.1.C.HSII a. Generate melodic, rhythmic, and harmonic ideas for improvisations and compositions (such as binary, rondo or ternary).			
Anchor Standard 2: Organize and develop artistic ideas and work	MU:Cr2.1.C.HSII a. Select, develop, and organize melody, rhythmic, and harmonic ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary) and explain their development.			
Anchor Standard 3: Refine and complete artistic work	MU:Cr3.1.C.HSII a. Identify, describe, and apply selected teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. MU:Cr3.2.C.HSII a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music and compositional techniques have been employed to realize expressive intent. b. Describe the selected contexts and performance media for presenting personal works and explain why they successfully affect the final composition and presentation.			

Grading organizers by special strand are provided as a suggested tool for assisting members of the grading committee in organizing their work and providing feedback to students and their sponsoring teachers

Implementation Guide Highlights

Theater: Evidence of learning rubric

Dance: suggested artifacts by portfolio requirement

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Achievement Levels																						
			HS-III	HS-IV	HS-V																				
Performance	Video recording of two minutes of technique in two dance forms per year. **	PR	<div>Theater IAAP Evidence of Learning</div> <table><thead><tr><th>Criteria and Standards</th><th>Above Standard</th><th>At Standard</th><th>Near Standard</th><th>Below Standard</th></tr></thead><tbody><tr><td>Structural Elements Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing</td><td>All structural elements are included in a professional, comprehensive, accurate, and logically organized manner.</td><td>Structural elements are comprehensive, accurate, and logically organized.</td><td>Some structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.</td><td>Structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.</td></tr><tr><td>Statement of Goals/Artist Statements Anchor Standard 1 Anchor Standard 10</td><td>Artist statement demonstrates thoughtfulness and sophistication in its writing style Project goals are clearly reflected in the final project</td><td>Artist statement is clearly written. Project goals are reflected in the final project</td><td>Artist statement is developing and shows some effort, but the piece needs more work. Project goals somewhat reflect the final outcome.</td><td>Artist statement is unclear. Project goals are not reflected in the final outcome.</td></tr><tr><td>Evidence of Creative Process/Artifacts/ Critical Understanding Anchor Standard 2 Anchor Standard 3</td><td>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.</td><td>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..</td><td>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.</td><td>Does not meet descriptors. Does not reach a standard described by any of the descriptors.</td></tr></tbody></table>			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.
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Video recording of a 3-8 minute performance of a formal dance work created by teacher, guest artist, or self per year. **	CF CF CF PR PR CN																								
Choreography	5-6 small or large group works, movement studies, or compositions over the course of the pathway.	CF CF CF RE PR PR CN																							
	Video of rehearsal footage and choreographic processes.	CN																							
	Written journal entries reflecting on the choreographic process including rehearsal activities, explorations, revisions, goals, and outcomes.	CF CF CF CN																							

Earning Credit: Existing Structures

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 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 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.

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Earning Credit

Existing Structures:

- Independent study [8 NYCRR 100.5\(d\)\(9\)](#)
- Grade 8 acceleration [8 NYCRR 100.4\(d\)](#)
- Participation on performance arts [8 NYCRR 100.5\(d\)\(2\)](#)

External Structures that could be utilized to meet portfolio elements:

- NYSSMA solo Adjudication
- NYSATA Portfolio Project



Sample Student Workbooks

Sample student workbooks are available for: [Theater](#), [Visual/Media Arts](#), and [Music](#); Dance is forthcoming, soon!

Student-Artist Directions

Part 1 - Overview and Explanation
Part 2 - Statement of Goals
Part 3 - Artifact Collection
Part 4 - Initial Performance
Part 5 - Evidence of Peer and Self-Reflection
Part 6 - Final Performance

Part 1: Overview and Explanation

Through the next 3-4 years, you will be working as a Student-Artist. Be careful to use this as a communication tool for your work.

Work should demonstrate your understanding of the Arts and demonstrate quality work.

You will submit your portfolio at the end of the year.

The Initial Performance/Portfolio is the initial performance/portfolio. Your final work should be typed.

You may use work accumulated throughout the duration of your work. Select your best work. Your teacher must be typed. Your teacher must be typed.

Please use the following for your work:

- **Font Type:** Use a serif font
- **Font Size:** 12 point
- **Margins:** One inch
- **Line Spacing:** Double

Your portfolio should be organized as follows:
1. Title Page

Possible Artifacts by Standard and Performance Indicators:

Student Name: Start:	IAAP Contact:	Student ID:	Year
Anchor Standard	Performance Indicators	Possible Artifacts to Meet Performance Indicators	
1:VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.	Sketches, studies, storyboards, thumbnails, process photos or photographs of work in progress, documentation of discussion, artwork proposal, project presentation decks: slides tracking student art or design process, character research and analysis, models, mind maps, collages, inspiration boards, mood boards, peer edits of work, story ideas	
	MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work		
2: VA/MA: Organize and develop artistic ideas and work	VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.	Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials, genres, elements of art, principles of design, styles of art, artists, etc., project presentation decks: slides tracking student art or design process, written documentation, documentation of sources for visual references, documentation	
	MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes,		

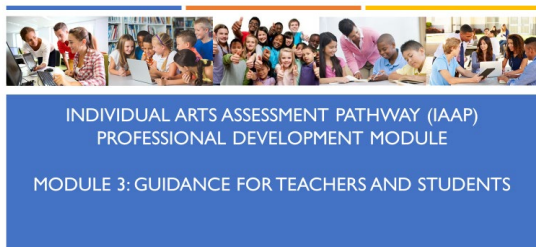
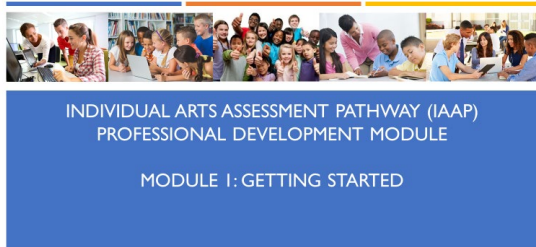
Supporting Districts in Implementing the IAAP

- Raise awareness and develop capacity within school and districts
- Assist districts in reviewing and building upon existing structures
- Develop rubrics and tracking systems
- Offer targeted professional learning regionally and in-district
- Assist districts with considering and creating consortium agreements and other regional structures to support arts course offerings

Implementation advice

- Begin implementation with existing arts programs; start small and expand in future years
- Consider working regionally to expand arts course offerings through consortium agreements, BOCES and other means
- Think about other existing structures within the school, district, and broader community that could be included within your local IAAP

Individual Arts Assessment Pathway (IAAP) Draft Implementation resources for Approved Pilot Schools



An implementation guide for each artistic discipline is available on the Departments Individual Arts Assessment Pathway [Webpage](#).

Implementation Guide Direct Links

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

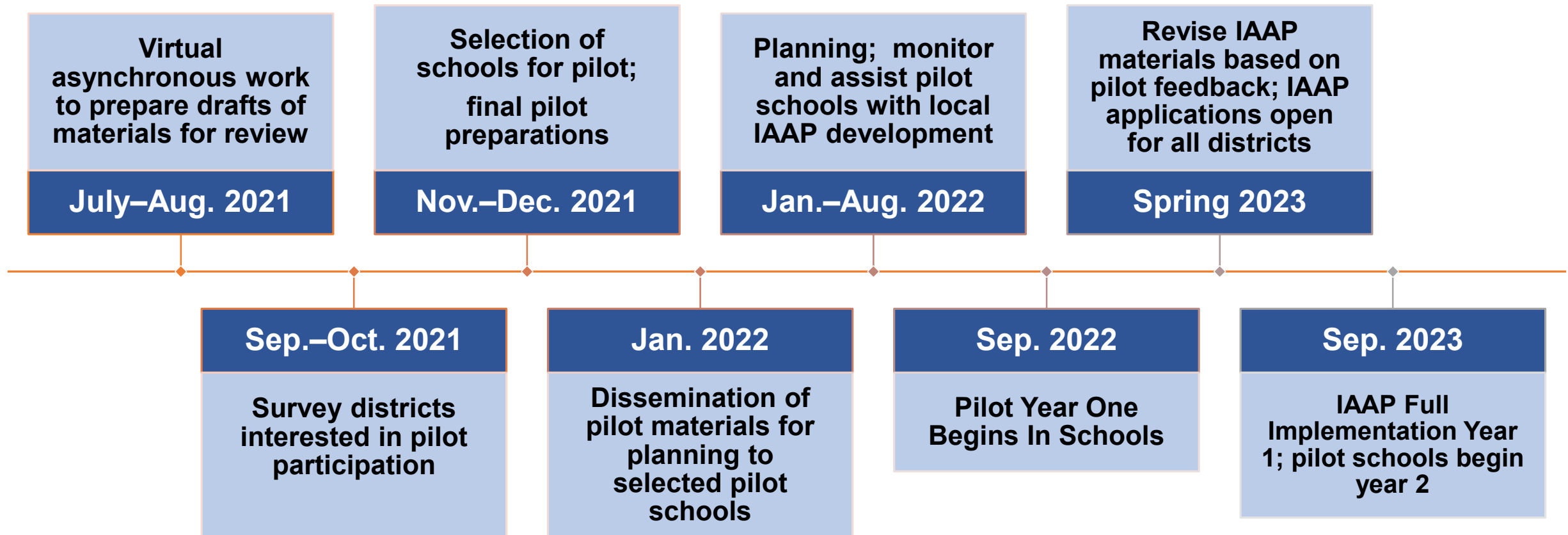
A series of Professional Development Modules are available to assist pilot districts in implementation of their local IAAP

- [Professional Development Module 1: Getting Started](#)
- [Professional Development Module 2: Planning and Applying for the IAAP](#)
- [Professional Development Module 3: Guidance for Teachers and Students](#)

All draft resources were revised February 2023

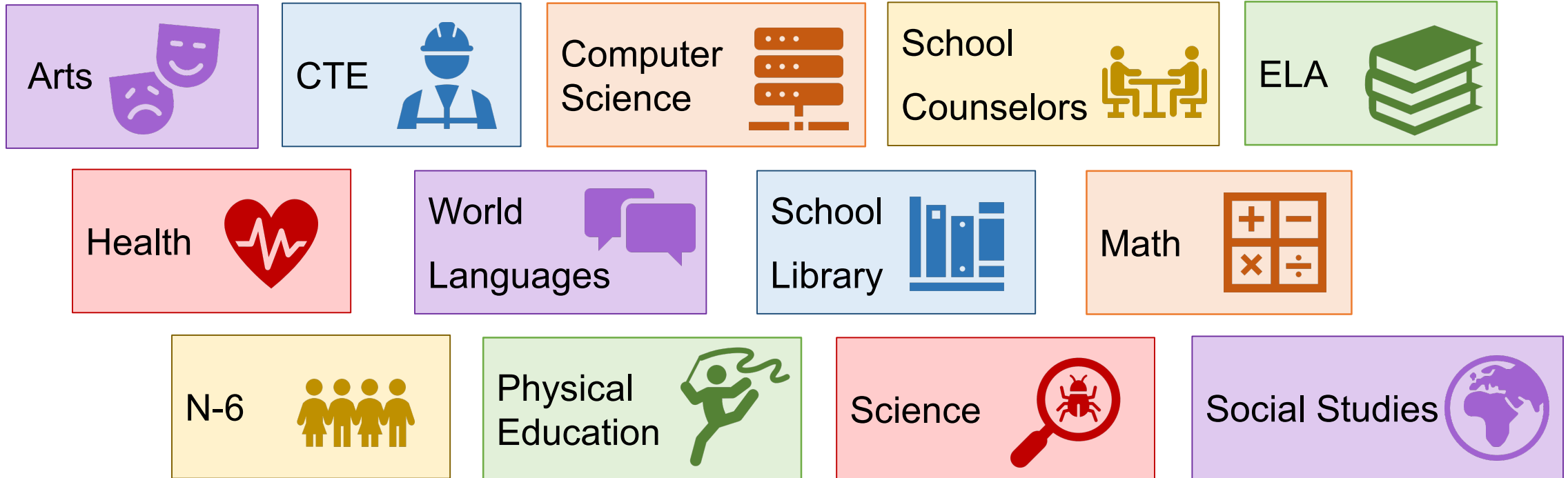


Individual Arts Assessment Pathway (IAAP) Development Timeline



Content Area Notification Service

Join our [Notification Service](#) for news and updates from the Office of Standards and Instruction.



Arts Learning Standards Resources

Arts Learning Standards and NYSED Resources

All resources for the ***New York State Learning Standards for the Arts*** are found on the

[NYSED Arts Learning Standards Web Page](#)

[NYSED Arts Standards Implementation Guide](#)

[NYSED Arts Professional Development Resources](#)

Additional NYSED Resources

[Diversity, Equity, and Inclusion \(DEI\) Webpage](#)

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](#)

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](#)

Theatre

[THEATER Standards At-A-Glance](#)

[THEATER Process Anchor EU Tables Poster](#)

[THEATER Process Anchor EU EQ Poster](#)

[THEATER 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](#)

Dance

[DANCE Standards At-a-Glance](#)

[DANCE Process Anchor EU Tables Poster 8.5x11](#)

[DANCE Process Anchor EU EQ Poster](#)

[DANCE Standards Glossary](#)

Questions?

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

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

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Thank You!