

# New York State Learning Standards for the



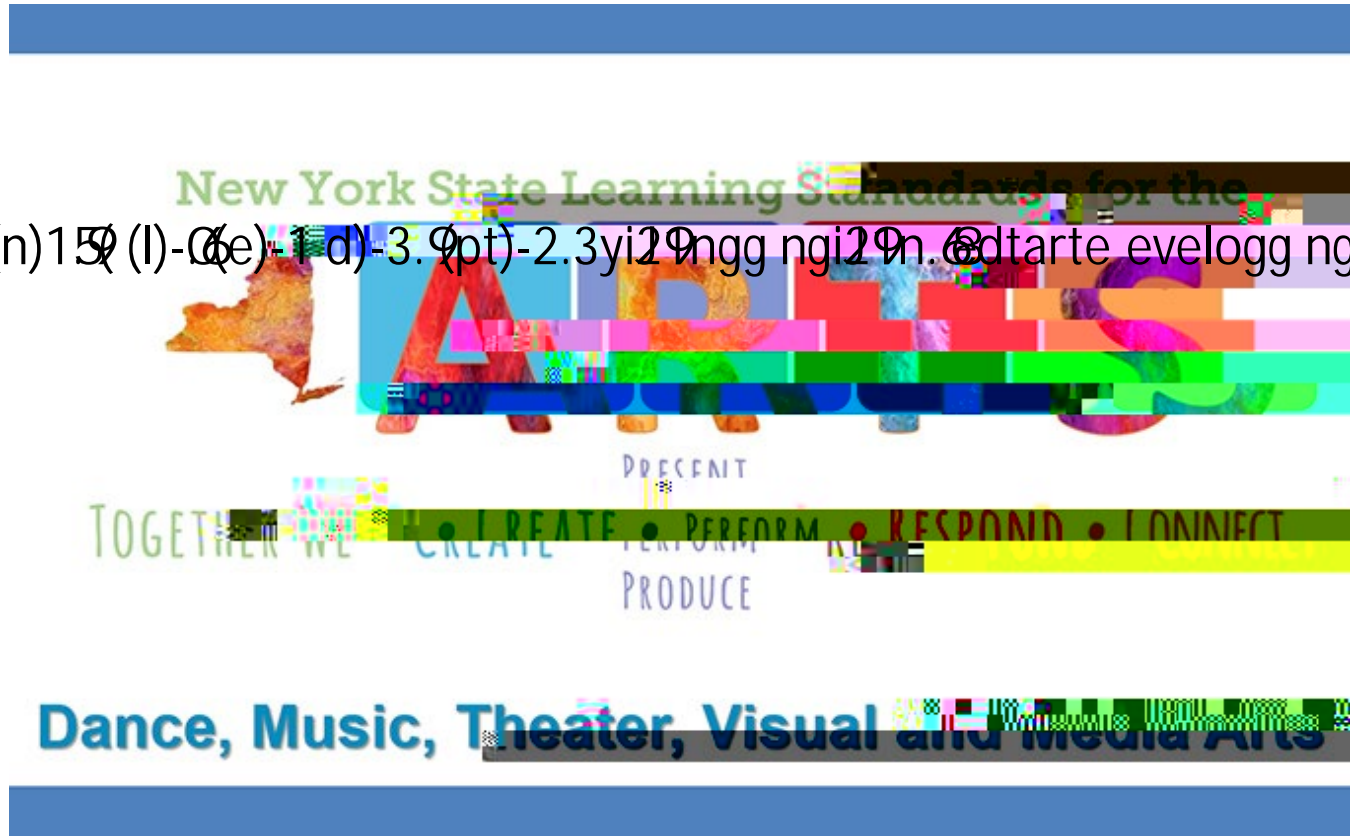
TOGETHER WE • CREATE • PRESENT  
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PRODUCE

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 in the implementation of the New York State Learning Standards for the Arts.



**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

# 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

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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.

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## 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.



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Provide guidance for students in choosing all elements of the Final portfolio.

Students

# 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. upckp 21 BDCm7 (t 3 (t)2.)5.7.8 3a or

## 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

# 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**

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

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## **Students who choose the IAAP 4+1 Pathway will:**

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.

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

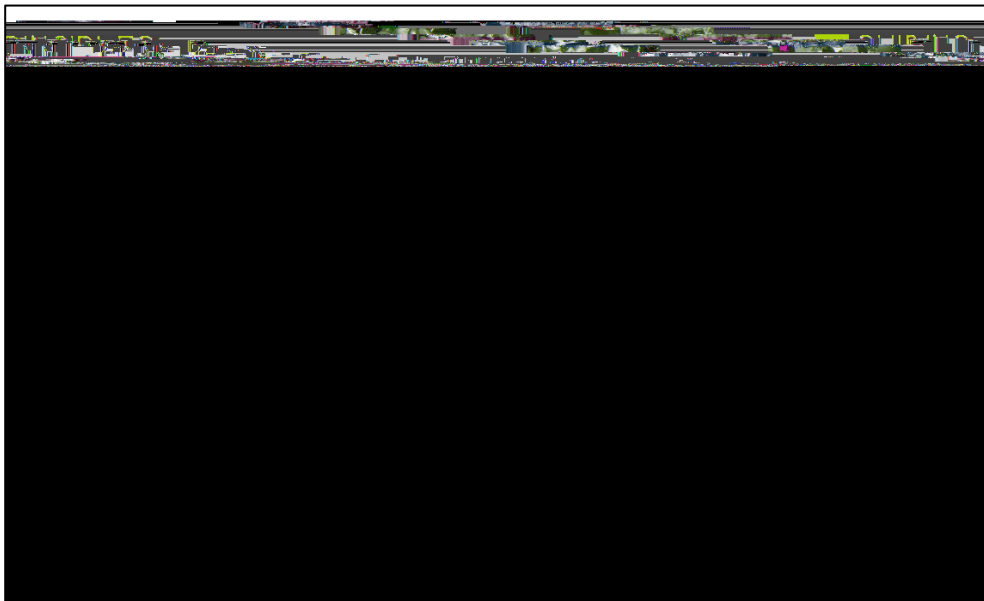
## **Dance**

- Suggested Artifacts

# Formative assessment and the IAAP

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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)



An Arts Assessment

# Review Module Objectives

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Identify available IAAP Implementation resources for students and teachers

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Identify examples of formative assessment and other feedback strategies



# Arts Learning Standards Resources

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All resources for the  
found on the:  
[NYSED Arts Learning Standards Web Page](#)

are

## **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](#)

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

[THEATER Process Anchor EU Tables Poster](#)

[THEATER Process Anchor EU EQ Poster](#)

[THEATER Standards Glossary](#)

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

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



# Arts Learning Standard Resources

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

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

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