



NYS Education Department
Individual Arts Assessment Pathway
(IAAP) Implementation Guide
Theater
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THE UNIVERSITY OF THE STATE OF NEW YORK

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Introduction

Frequently Asked Questions

What is the Individual Arts Assessment Pathway?

The Individual Arts Assessment Pathway At-A-Glance

First Unit

During first unit of study (Foundational Skills) gain information on IAAP 4+1 Pathway from your teacher.

Students

- 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 students if interested.
- Follow District's plan for collection and storage of creative works either physically or digitally as appropriate.
- Assist students with artwork and artifact selection that demonstrates progress and growth throughout the year should they continue with the IAAP.

Districts

- Support teachers by offering professional development on IAAP.
- Raise awareness and presentation with all stakeholders.
- Prioritize teacher's time/preparation. This could be spread out over the first three years of the IAAP.

Second Unit

Select Portfolio

Students

- Declare intention to continue (during the following year).
- Self-select, with teacher guidance, two-three creative works that meet the appropriate Arts Standards Accomplished level using a locally developed rubric or other mechanism. This process of self-selection (curation) transitions a portfolio from a Working Select portfolio to a Final Select portfolio. Submit these works to the IAAP submission.

Teachers

- Assist students in development of their creative ideas.
- Develop and/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 of students through the IAAP.
- Develop and/or utilize a 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 [NYS ED Business Portal](#). Additional information can be found [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 subsequent years.

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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	
Artistic Process		Anchor Standards		Performance Indicators	
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	All disciplines		
	4. Select, analyze, and interpret artistic work for presentation.		Pre-K – 8 High School HSI – Proficient HSII – Accomplished HSIII – Advanced		
	5. Develop and refine artistic techniques and work for presentation.		Music Only General Music Pre-K – 8 In addition, the following strands: - Music Fundamentals - Instrumental - Traditional and Emerging Ensembles - Novice – Gr 5 - 8 - Composition & - Proficient - HSII – Accomplished - HSIII – Advanced		
Pr Performing Realizing artistic ideas and work through interpretation and presentation. Presenting Interpreting and sharing artistic work. Producing Realizing and presenting artistic ideas and work.	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.	Music Only General Music Pre-K – 8 In addition, the following strands: - Music Fundamentals - Instrumental - Traditional and Emerging Ensembles - Novice – Gr 5 - 8 - Composition & - Proficient - HSII – Accomplished - HSIII – Advanced		
	10. Relate and synthesize knowledge and experiences to inspire and inform artistic work.		Composition & - Proficient - HSII – Accomplished - HSIII – Advanced		
	11. Investigate how artistic, cultural, and historical contexts shape cultures past, present and future.		Composition & - Proficient - HSII – Accomplished - HSIII – Advanced		
Re Responding Understanding and evaluating how the arts convey meaning.	10. Relate and synthesize knowledge and experiences to inspire and inform artistic work.		Composition & - Proficient - HSII – Accomplished - HSIII – Advanced		
Cn Connecting Relating personally and to external contexts.	11. Investigate how artistic, cultural, and historical contexts shape cultures past, present and future.		Composition & - Proficient - HSII – Accomplished - 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

		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 performance 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

NYSED IAAP ANCHOR STANDARD RUBRIC
FRAME

Achievement Levels

Anchor Standards

HSII
Accomplished

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 requirements 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.

<p>Initial Performance or Presentation:</p> <p>Anchor Standard 4 Anchor Standard 5 Anchor Standard 6 Anchor Standard 8</p>	<p>The performance or presentation comes from a strong and clear creative starting point or stimulus and provides a strong baseline for future revisions.</p>	<p>The performance or presentation comes from a clear starting point or stimulus and provides a clear baseline for future revisions.</p>	<p>The performance or presentation comes from an unclear starting point or stimulus and provides an unclear baseline for future revisions.</p>	<p>The performance or presentation does not provide a starting point or stimulus or provide a baseline.</p>
<p>Evidence of Peer and Teacher Feedback and Student Revision</p> <p>Anchor Standard 7 Anchor Standard 9</p>	<p>Intentionally uses feedback in the artistic development that shows an appropriate consideration of artistic processes.</p>	<p>Uses feedback in the artistic development which informs the artistic development and processes.</p>	<p>Uses some feedback in the artistic development with extensive guidance, which informs the artistic development and processes.</p>	<p>Does not use feedback in the artistic development.</p>

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