NYS Education Department Individual Arts Assessment Pathway (IAAP) Implementation Guide Dance

Winter 2023

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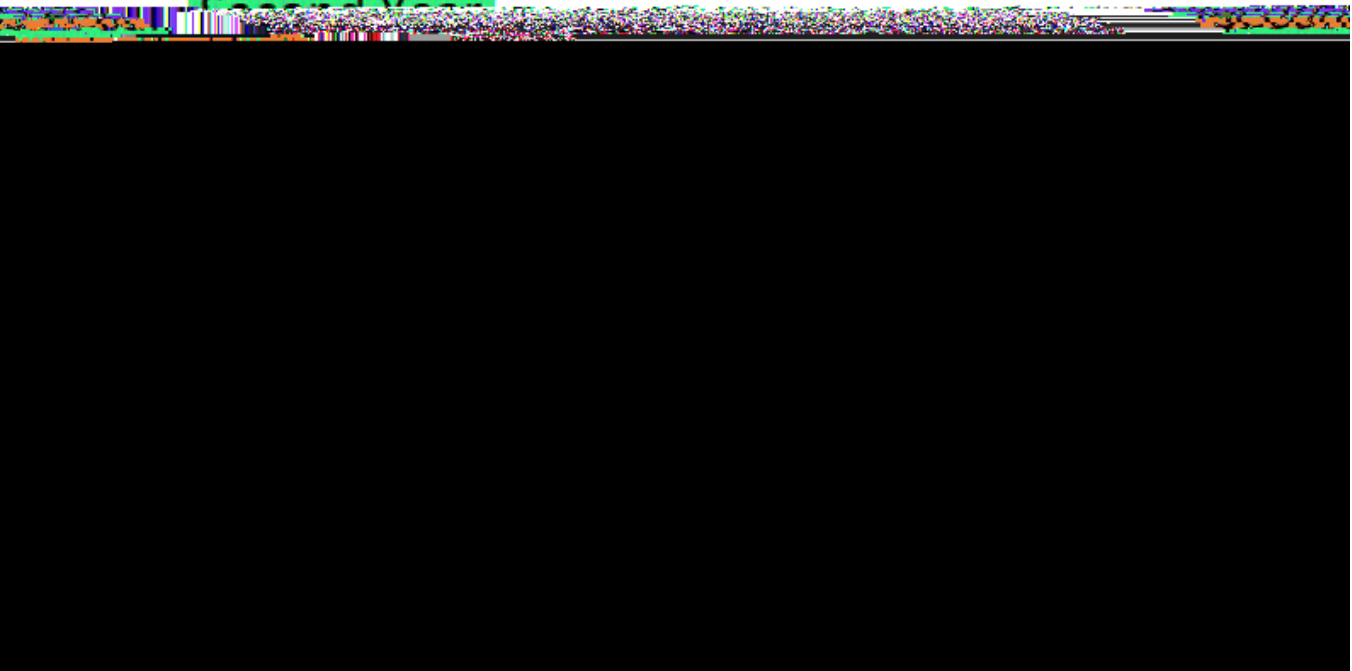
- Projected enrollment in year one
- A description of how the local IAAP will be communicated to students, parents, teachers, and school counselors
- Attestation that the proposed amendment of section 100.5 of the Regulations of the Commissioner of Education has been read and understood Attestation that 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 lo or

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:

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

Learning Standards for the Arts Descriptors for Performance Achievement Levels

Performance Indicator Levels	
HSI Proficient	A level of achievement attainable by most

		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.

	Suggested Artifacts	Anchor Standard	Portfolio Samplers
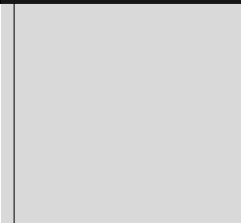
Portfolio Requirement	Suggested Artifacts	Anchor Standard	Portfolio Samplers

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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

Portfolio Requirement	Suggested Artifacts	Anchor Standard	Achievement Levels		
			HS II Accomplished	HS I Proficient	No entry
Performance Dancers should demonstrate progress in diverse dance forms.	Video recording of two minutes of technique in two dance forms per year. **	PR4, PR5			
	Video recording of a 3-8 minute performance of a formal dance work created by teacher, guest artist, or self per year. **	CR1, CR2, CR3, PR4, PR5, PR6 CN10			
Choreography Dancers should demonstrate proficiency in creating original dance works in a particular style.	5-6 small or large group works, movement studies, or compositions over the course of the pathway.	CR1, CR2, CR3 RE9 PR4, PR5, PR,6 CN10, CN11			
	Video of rehearsal footage and choreographic processes.				

Written journal entries reflecting on the choreographic process including rehearsal activities, expID 73p9 0.48 s, expID 73(a)4 (c)41(vi)-2 (t)0 12 525.36 396.36 Tm( )T

	plot of a light design for a specific piece of choreography.	CR3 PR5, PR6 CN11			
	Submit a reflection on stage managing a dance performance outlining responsibilities, challenges, successes they experienced.	CR1 RE7, RE9 CN11			
Summative Assessments Written Commentaries: Self Peer Dance Educator	Annual Self Reflection: Dancers will reflect on their own personal growth as a dancer and artist over the year. ******	RE7, RE8, RE9 CN10. CN11			

Statement

Dancers will write a philosophy of creative values, artistic perspectives and goals, and evidence of their progress/achievement of these values and viewpoints.

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 b4 Tm-1 ((s1o4 (t)-2 (ed-5 ( )]860.18 -1.15 T (d (d t)-2 (h	

Tracking Students' Progress through the IAAP

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. It should be the policy of the school district/BOCES to maintain student records according to the Records Retention and Disposition Schedule 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 Module 3: Guidance for Teachers and Students