



TO: P-12 Education Committee
Cultural Education Committee

FROM: Elizabeth R. Berlin *Elizabeth R. Berlin*
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SUBJECT: Update on the Blue Ribbon Commission for the Arts

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AUTHORIZATION(S):

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SUMMARY

Issue for Discussion

Members of the Blue Ribbon Commission for the Arts will provide the Board of Regents with an update on the work of the Commission and summarize the recommendations currently under consideration.

Background Information

Following the decision to create 4+1 Assessment Pathways, including a pathway in the arts, the Board of Regents directed Department staff to convene a Blue Ribbon Commission for the Arts to examine how other states provide pathways to graduation in the arts, to determine the role of assessment in this pathway, and to evaluate assessments used to measure student achievement in the arts. The official charge to the Blue Ribbon Commission is provided as Appendix A.

The Blue Ribbon Commission for the Arts, co-chaired by Regent Tilles and Carolyn Adams, Founding Director of the New York State Summer School of Dance, includes 55 educators and artists knowledgeable about arts education and arts assessment, including representatives from New York educator associations in the arts, postsecondary institutions, and arts industry partners. In addition, an Expert Panel, three nationally recognized experts in the field of arts assessment, worked with the Commission to provide technical expertise and recommendations around best practice in assessment in the arts. (See Appendix B for a listing of the members of the Blue

Ribbon Commission, and Appendix C for biographies of the National Arts Assessment Experts).

The Blue Ribbon Executive Committee began work in July 2015 and met a total of four times through October 2015. They collaborated with the Expert Panel to discuss current models of assessment in the arts and to review options for arts pathway assessments. The Expert Panel presented a set of recommendations to the Executive Committee in October 2015, which the Committee chose to advance to the full Commission.

The Blue Ribbon Commission for the Arts met on November 17, 2015 to consider the recommendations of the Executive Committee and the Expert Panel. A summary of the recommendations discussed by the Commission is summarized below.

Recommendations Presented to the Blue Ribbon Commission for the Arts

The work of the New York Blue Ribbon Commission for the Arts is grounded in the belief that the arts are fundamental disciplines and thus essential for all students. Every student in our schools should have opportunities to explore his or her particular voice for expression through the arts. The arts disciplines provide ways to learn and communicate through images, sounds, movement, and stories. The arts are powerful and necessary elements of education that augment, animate other areas of the curriculum, and provide meaning and a cultural context for learning. The arts capture and express the natural creative spirit in all learners and are a vital component to a balanced and complete education. They provide all students a means of understanding cultures, historical, political and economic influences, as well as prevailing societal climates.¹

The recommendations to the Commission are based on a fundamental assumption that student achievement in the arts (in Dance, Music, Theatre and Visual Arts) cannot be realized to its full potential unless there is access to a rigorous, sequential, standards-based curriculum and instructional programs in the arts in all New York State schools from pre-kindergarten through grade 12. These programs should serve all students including those with diverse backgrounds and needs such as English language learners and students with disabilities, to achieve at high levels through engaging opportunities in arts learning.

Guiding Principles

Several principles guided the development of the recommendations for an Arts Pathway Assessment System, both in the short-term and in the long-term.

¹ The recommendations and details presented here are available in full in the report, "The New York Arts Pathway Assessment System," developed by the National Arts Assessment Expert Panel. These recommendations were provided in full to the Blue Ribbon Commission for the Arts.

Principle 1. Focus on student learning and engagement. The Arts Pathway Assessment System must facilitate student learning and engagement in the arts, and identify students who demonstrate significant achievement.

Principle 2. Maximize the use of existing assessment resources. The national expert panel's recommendations are to adopt or adapt existing assessment materials and assessment strategies to the extent possible, and recommend different approaches or develop new assessment materials only if necessary.

Principle 3. Promote an economy of administration. Assessment processes must capitalize on existing procedures, and new processes should be feasible, affordable, and efficient.

Principle 4. Make it adaptable to varied opportunity-to-learn contexts. Assessment options must be accessible to all students and adaptable to student interests and abilities. To maximize access, assessment processes must accommodate the varied opportunities to learn in the arts that are present in New York State (NYS) schools. Done well, this will provide equitable learning opportunities to all New York students and could serve to reduce student dropouts and encourage high school graduation among at-risk students.

Principle 5. Honor the professional contributions of arts educators to the assessment of arts learning. Appropriately credentialed, certified arts educators at the K-12 and college levels, as well as eligible community-based arts partners, should contribute to and be engaged in the arts assessment processes where feasible and appropriate.

Principle 6. Develop an assessment system. An Arts Pathway Assessment System must employ multiple forms of assessment (direct measures, such as on-demand measures and those completed over time, and indirect measures, such as reflections and artist statements) that are embedded in courses and reviewed and approved for this purpose, and valid for program assessment. Multiple assessment measures accommodate student interests, facilitate and support student learning, and provide multiple forms of documentation of student growth in the arts.

Phase 1 Recommendations – Academic Years 2015-2016 through 2017-2018

There are several assessments available, identified below, for current high school students that may be viable options for pathway assessments in the arts. Some can be used immediately, upon approval by the Commissioner of Education, and others may require more time and effort to implement. There are still others available that may require changes to regulations, but could be high quality options for students pursuing a pathway in the arts. Department staff carried out a review of assessment resources that

could be used immediately, based on the standard set of criteria. (See Appendix D for a summary of these, and Appendix E for a more complete review of each option according to the seven criteria established in §100.2(mm)).

Current Options for Pathway Assessments in the Arts

- **Arts AP examinations.** AP exams are available in AP Studio Art: 2D Design Portfolio; AP Studio Art: 3D Design Portfolio; AP Art History; AP Studio Art; and, Drawing Design Portfolio; AP Music Theory.
- **International Baccalaureate Diploma Program (IB).** These assessments are available in Dance (Standard Level [SL] or High Level [HL]); Music (SL or HL); Theatre (SL or HL); and Visual Arts (SL or HL).

Options Recommended for Additional Consideration

- **C-GEL assessment materials and assessment process.** The Dance, Music, Theatre, and Visual Arts C-GEL assessment materials that were developed 15 years ago are still a viable approach for use in New York State. The C-GEL could serve as a model for through-course and end-of-course assessment in more advanced arts courses in New York to be developed for Phase 2.
- **New York City Comprehensive Arts Examinations.** With an exception to or a modification of regulations that prohibit use of locally developed assessments as pathway assessments, the New York City and other districts' assessments could be used in other districts in the state. Since through-course and end-of-course assessments are an essential element of an Arts Pathway Assessment System, these assessments (properly vetted for assessment quality and alignment with state arts content standards) could be made available on an optional basis throughout the state.
- **Dual (concurrent) enrollment.** The Department should consider criteria to allow students who are or have been dual-enrolled in arts classes at the college or community college levels and who do well in these courses to use the college credit as evidence of Pathway-level achievement, waiving the necessity of a Regents Exam.
- **Summer arts programs offered by the NY State Summer School for the Arts (NYSSSA).** The Department should consider allowing participation in NYSSSA as evidence of Pathway-level achievement based on the extent of participation and the measures of successful participation used in the summer arts program. Criteria for use in the Arts Pathway need to be established.
- **School program waivers.** The Department should consider offering a program waiver process to permit high schools with high-quality arts education programs to apply for a programmatic waiver that would apply to all students who participate in and successfully complete the high school's program requirements

to meet the Arts Pathway requirement. The Panel recommends that the state's arts education associations and higher education institutions assist with this process, either by creating the school waiver criteria and/or by serving as the judges of the quality of school arts programs.

- ***Student developed portfolios.*** The Department should consider offering a process for students to be able to submit their evidence of Pathway-level achievement thereby waiving the necessity of a Regents exam. The procedures for this process need to be determined, including the types of student evidence to be submitted, how this work is submitted, who reviews the work, and what criteria are used to judge the work. This is also an activity that the state's arts education professional organizations and higher education institutions could be engaged to assist with, either by creating the student waiver criteria and/or by serving as the judges of the quality of students' work. While this is a transitional activity, this work could help to inform the procedures and criteria to be used in Phase 2.
- ***Community-based arts experiences, summer, after school, and special arts programs and experiences offered by colleges/community colleges and other organizations.*** The Department should consider allowing students participating in arts experiences to submit evidence of Pathway-level achievement, waiving the necessity of a Regents Exam. The extent of participation (months/years), the nature of participation, and measures of successful participation would need to be defined. This is another activity that the state's arts education professional organizations and higher education institutions could be engaged to assist with, either by creating the student waiver criteria and/or by serving as the judges of the quality of students' work. Criteria for use in the Regents Arts Pathway endorsement need to be established.

Long-Term Options to Consider

- ***State-created model end-of-course examinations.*** The Department can develop model end-of-course examinations from existing course-level assessments in the state and assessment resources from other states (and/or out-of-state districts).
- ***Model Cornerstone Assessments from the National Core Arts Standards project.*** These assessment materials are planned to be completed by the start of the 2016-17 academic year and will be readily available for educator use both during and at the end of arts education courses. These assessments will need to be reviewed for their alignment with the New York State arts standards prior to their implementation.

Phase 2 – Academic Year 2018-2019 and beyond

A comprehensive New York State Pathway Assessment System must utilize two basic types of assessment.

- **Course-Embedded and/or End-of-Course Assessment.** The National Expert Panel believes that course-level measures are essential to assure that (a) students are offered quality arts education experiences, and (b) student learning in those courses is accounted for in the final evaluation of student arts achievement for the Pathway. Assessment materials approved for this Pathway should preferably be selected from those already in use, with the additional stipulation that they are reviewed and vetted through a technical review process under the direction of the NYSED.
- **Individual Arts Assessment Plan (IAAP).** The IAAP is a shared-model assessment, a culminating project developed collaboratively *by the student and his or her instructors* to: (a) match the student’s interests and disciplinary focus; (b) serve as an organizing framework for the student’s Arts Pathway; and (c) provide a systematic structure through which the student’s achievements in the arts can be developed, reviewed, and assessed. The goal of this plan is for the student, with support from high school faculty, to design a longitudinal project or activity in the student’s area of interest to present her/his accumulated arts knowledge and skills at the end of high school. Imagination, creativity and the acknowledgement of idea-making in artistic accomplishment are inherent in the nature of this assessment design and plan, since the IAAP is not meant as a “one-size-fits all” assessment.

The IAAP should be developed as soon as the student selects the Arts Pathway option for graduation. The project can take any form that is appropriate to the discipline and consistent with professional careers in the arts, and appropriate for and aligned with the student’s interest and disciplinary focus. The end result of this Arts Pathway project is a student-generated collection of the evidence of learning and the student’s artistic and creative processes, most often organized in (but not limited to) a portfolio; this collection of evidence is what the IAAP Review Committee will assess with support from NYSED Arts Associates. The primary components of the IAAP are: (a) goals/outcomes for the project or activity; (b) the specific performances or products that will be presented for assessment (including student reflections); (c) a timeline for completion, with progress checks at periodic intervals; (d) explicit understanding of any student accommodations that are needed; and (e) the names and contact information for the student’s lead teacher and IAAP review committee that will assess the final project.

Essential Criteria for Pathway Assessments in the Arts

It is essential that the New York Board of Regents and the Department define the standards that the Arts Pathway Assessment System is to measure. The state has a current set of content standards in the arts and is preparing revised standards that are anticipated to be approved in 2016. In addition, new national core arts standards were published in 2014 (National Coalition for Core Arts Standards, 2014).

Once a set of standards is finalized, the assessment materials used must be broadly aligned to these standards and associated curricula in order to measure the content and skills the standards define at a level of rigor that meets state criteria for eligibility for a Regents examination. Evidence of assessment quality must be a major criterion for the selection of assessment materials. It is important now and in the future that the measures developed or selected should be of the highest quality and meet established standards for reliability, validity, and fairness (American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education, 2014).

To be comprehensive and fair, the arts assessment should consist of a balanced and comprehensive set of measures. These include but are not limited to: (a) through-course/ end-of-course assessment materials; (b) an Individual Arts Assessments Plan (IAAP) capstone project; and (c) indirect measures such as student self-evaluations and attitudinal surveys. Balanced assessment assures that (a) assessment materials capture the accomplishments of New York students broadly from multiple viewpoints, and (b) quality, aligned assessment materials are administered throughout students' high school program to both encourage higher levels of achievement and to document that achievement.

Next Steps

The Blue Ribbon Commission for the Arts will continue to collaborate to finalize recommendations to the Department and the Board of Regents for consideration. Under consideration are a set of existing arts assessments, such as AP and IB assessments, as Pathway Assessments in the Arts while the Commission finalizes its recommendations. A final set of recommendations and the implementation plan will be presented for consideration at a future Board of Regents meeting.

Appendix A

Charge to the Blue-Ribbon Commission for the Arts

In January, the New York State Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; and Science, Technology, Engineering and Mathematics (STEM) by allowing students to pass an approved pathway assessment to meet graduation requirements.

Under the new "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a Department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

The 4+1 pathway option is effective beginning with students who first entered grade nine in September 2011 and thereafter, or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter.

The Blue Ribbon Commission on the Arts will examine how other key states are responding to the growing call to prepare students for college and career by explicitly recognizing the role of Arts assessments. Members of the Blue Ribbon Commission will be asked to do the following:

1. Members will meet with the Commission's Co-Chairs, Executive Committee, and national experts to discuss the criteria and procedures used to identify appropriate Arts assessments and will review and compare a sample of arts assessments to the Regents Exams.

2. Members will attend one meeting of the Blue Ribbon Commission on the Arts in Albany to review and discuss recommendations to the Commissioner of Education.
3. Members will review and approve final recommendations on Arts assessments to be presented to the New York State Board of Regents and the Commissioner of Education.
4. The Commission will make recommendations to the New York State Board of Regents by November 2015 on Arts assessments that students may choose to take in place of one of the currently required Regents examinations.

Appendix B
New York Blue Ribbon Commission for the Arts

Name	Title	Discipline
Co-Chairs		
Regent Roger Tilles	New York Board of Regents	
Carolyn Adams	Founding Artistic Director, New York State Summer School for the Arts, School of Dance	Dance
Executive Committee		
Michele Agosto	Supervisor of Curriculum in Art Education, Buffalo Public Schools	Photography
Grace Barrett	Art Teacher, Commack CSD	Visual Arts
Judith Burton	Professor and Program Director, Art and Art Education, Teachers College, Columbia University	Drawing
Jennifer Childress	Associate Professor of Art Education, The College of Saint Rose	Visual Arts
Katy Colletti	Education Consultant, Creative Possibilities, Inc.	Arts Education
Marc Greene	Lecturer, School of Music, Ithaca College	Music
Jerry James	Director of Teaching and Learning, Center for Arts Education	Painting
Paul King	Executive Director, Office of Arts and Special Projects, New York City Department of Education	Theatre and Opera
Steven Lam	Chair, Visual Arts Conservatory, SUNY Purchase	Performance Art
Francisco Núñez	Founder, Artistic Director, Young People's Chorus of New York City	Music
Lori Orestano-James	District Coordinator, Fine & Performing Arts Department, Wappingers Central School District	Music
Alberto Rey	Professor, SUNY Fredonia	Drawing and Painting
Jamal Rossi	Dean, Eastman School of Music, University of Rochester	Music (Saxophone)
Deirdre Scott	Executive Director, Bronx Council on the Arts	Cultural
Michael Sitton	Dean, The Crane School of Music, SUNY Potsdam	Music (Piano)
Gully Stanford	Retired, Former Director of Public Affairs of the Denver Center for the Performing Arts	Performing Arts
Gregory Taylor	Director, Conservatory of Theatre Arts and Professor of Cinema Studies, SUNY Purchase	Cinema and Video
David Weiss	Superintendent, Long Beach Public Schools	Arts Administration
Theodore Wiprud	Director of Education, New York Philharmonic	Music
Full Commission		
Thomas Albrecht	Interim Director of Art Education, SUNY New Paltz	Visual Arts
Stan Altman	Professor, Public Affairs, City University of New York, Baruch College	Arts Administration
Linda Ames Keys	Director of Education, Vital Theatre Company	Theatre
Josephine Anstey	Chair, Department of Media Study, University of Buffalo	Media Arts
Joanne Arbuckle	Dean, School of Art and Design, Fashion Institute of Technology	Fashion
Ralph Blasting	Dean, College of Visual and Performing Arts, SUNY Fredonia	Visual and Performing Arts
Sass Brown	Acting Associate Dean for the School of Art and Design, Fashion Institute of Technology	Fashion
Stephen Butler	Executive Director, CNY Arts	Theatre

Laura Cannamela	Art Teacher, Ichabod Crane CSD	Drawing/Sculpture
Karen Crowley	Art Teacher, Oyster Bay High School	Visual Arts
Kristie Fuller	Theatre Educator, Manager, Indian River CSD	Theater
Thelma Golden	Director, Chief Curator, Studio Museum of Harlem	Art
F. Lane Harwell	Founding Executive Director, DANCE/NYC	Dance
Susan Kafer	Art Teacher, Ossining High School	Music (Piano)
Paul Kassel	Interim Dean, School of Fine and Performing Arts, SUNY New Paltz	Theatre
Jennifer Katona	Program Director, Professor, Graduate Program Educational Theatre, The City College of New York	Theatre
Richard Kessler	Executive Dean for the Performing Arts and Dean, Mannes College, The New School	Arts Education/ Music
Thomas Knab	Art Teacher, Williamsville CSD	Elementary Arts
Susan Koff	Clinical Associate Professor, Department of Music and Performing Arts, Steinhart School of Culture, Education and Human Development at NYU	Dance
Dale Lewis	Executive Director, Usdan Center for the Creative and Performing Arts	Arts Education and Administration
Michael Parks	Professor and Chair, Art Education Department, Buffalo State College	Arts Education
Chinita Pointer	Executive Director, Noel Pointer Foundation	Music
Eric Pryor	President, Harlem School of Arts	Visual Art
Ravi Rajan	Dean, School of the Arts, SUNY Purchase	Music/Video
Lisa Robb	Executive Director, New York State Council on the Arts	Photography
Michael Royce	Executive Director, New York Foundation for the Arts (NYFA)	Arts Administration
Michael Salzman	Coordinator of Fine and Performing Arts, Syosset CSD	Music
Marc Scorca	President/CEO, OPERA America	Opera
Elise Sobol	Adjunct Professor of Music Education, Steinhardt School of Culture, Education and Human Development, New York University	Music
Patricia Sullivan-Kriss	Superintendent, Hauppauge UFSD	Administration
Philip Michael Taylor	Associate Professor in Educational Theatre, Department of Music and Performing Arts Professions, New York University	Theatre
Paul Tooker	K-12 Coordinator for Performing Arts, Bedford CSD	Music
Paula Washington	Teacher of Orchestral Music, LaGuardia High School of Music & Art and Performing Arts	Music
Helen Wheelock	Director, Early Learning Program, New York City Wolf Trap After School Program	Theatre
Aileen Wilson	Director, Center for Art, Design and Community Engagement K-12, Pratt Institute	Art and Design
Robert Wood	Teacher, Secondary Fine Arts & Music, Wappingers CSD	Fine Art

Appendix C
New York State Blue Ribbon Commission for the Arts
National Arts Assessment Experts

Timothy Brophy
Director, Institutional Assessment
Professor, Music Education
University of Florida, Office of the Provost

Timothy S. Brophy is Director of Institutional Assessment at the University of Florida and Professor of Music Education. He holds a PhD in Music Education from the University of Kentucky, a Master of Music degree from the University of Memphis, and a Bachelor of Music Education degree from the Cincinnati College-Conservatory of Music. Dr. Brophy has published and presented widely throughout the United States and abroad.

Dr. Brophy holds national and international leadership roles in assessment, served as a past National Chair of the Assessment Special Research Interest Group of The National Association for Music Education, and is the founding and organizing chair of the International Symposia on Assessment in Music Education (ISAME). He co-founded the first Assessment, Measurement, and Evaluation Special Interest Group for the International Society for Music Education. Dr. Brophy is the Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC) liaison for the University of Florida, and serves on the SACSCOC Board of Trustees.

Frank Philip
Consultant

Frank Philip taught art and drama at all levels in the Waverly Schools in Lansing, Michigan for 13 years. At Waverly, he developed and directed the ARTSENHANCER program; an elementary integrated arts program funded by ESEA Title IVC. Dr. Philip led the National Council of State Arts Education Consultants (NCSAEC) and served as the first director of the organization. Frank worked on the national standards for arts education and the NAEP arts assessments. Most recently, he has been working as an independent consultant on a number of projects including the National Coalition for Core Arts Standards (NCCAS), the Dance Entry Level Teachers Assessment (DELTA), a praxis exam for dance educators, and the Michigan Arts Education Instructional and Assessment Program (MAEIA), a project of the Michigan Assessment Consortium that is building student assessments in the arts for voluntary use by teachers as part of the Michigan teacher accountability system.

Edward Roeber
Assessment Director
Michigan Assessment Consortium

Edward Roeber is a full-time consultant on student assessment for two organizations— as Assessment Director for the Michigan Assessment Consortium and as a managing partner for the Assessment Solutions Group. He works on various assessment-related issues, including assessment in the arts, and advises states and other organizations on their student assessment and accountability programs. Dr. Roeber has written extensively about educational assessment and assessment in the arts, consulted with a number of agencies and organizations, and spoken frequently about student assessment. He has a Ph.D. in educational measurement from The University of Michigan.

Appendix D
Arts Assessments Reviewed by NYSED

Assessment	Description	Recommended Cut Score
AP Studio Art: 2D Design Portfolio	<p>For this portfolio, students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking.</p> <p>Sponsored by the College Board: https://www.collegeboard.org/</p>	AP score of 3 or higher.
AP Studio Art: 3D Design Portfolio	<p>The 3D Design Portfolio addresses sculptural issues. In this portfolio, students are asked to demonstrate an understanding of 3D design through any three dimensional approach, as they integrate their understanding of design principles and relation of integration of depth and space, volume and surface.</p> <p>Sponsored by the College Board: https://www.collegeboard.org/</p>	AP score of 3 or higher.
AP Art History	<p>The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present.</p> <p>Sponsored by the College Board: https://www.collegeboard.org/</p>	AP score of 3 or higher.
AP Studio Art: Drawing Design Portfolio	<p>The Drawing Design Portfolio is meant to address a very broad interpretation of drawing issues and media. It can also include painting, mixed media, printmaking, etc. Abstract, observational and invented works may demonstrate drawing competence.</p> <p>Sponsored by the College Board: https://www.collegeboard.org/</p>	AP score of 3 or higher.
AP Music Theory	<p>The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course.</p> <p>Sponsored by the College Board: https://www.collegeboard.org/</p>	AP score of 3 or higher.
International Baccalaureate Diploma Programme in Dance (SL or HL)	<p>The IB DP Dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance.</p> <p>Sponsored by the International Baccalaureate Organization: www.ibo.org</p>	<p>Standard Level: A course score of 4 or higher.</p> <p>Higher Level: A course score of 3 or higher.</p>

Assessment	Description	Recommended Cut Score
International Baccalaureate Diploma Programme in Music (SL or HL)	<p>Involving aspects of the composition, performance and critical analysis of music, the IB DP Music course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others.</p> <p>Sponsored by the International Baccalaureate Organization: www.ibo.org</p>	<p>Standard Level: A course score of 4 or higher.</p> <p>Higher Level: A course score of 3 or higher.</p>
International Baccalaureate Diploma Programme in Theatre (SL or HL)	<p>The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble.</p> <p>Sponsored by the International Baccalaureate Organization: www.ibo.org</p>	<p>Standard Level: A course score of 4 or higher.</p> <p>Higher Level: A course score of 3 or higher.</p>
International Baccalaureate Diploma Programme in Visual Arts (SL or HL)	<p>The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.</p> <p>Sponsored by the International Baccalaureate Organization: www.ibo.org</p>	<p>Standard Level: A course score of 4 or higher.</p> <p>Higher Level: A course score of 3 or higher.</p>

Appendix E

Arts Assessments Reviewed by NYSED Details by Criteria in 100.2(mm)

Certification Name: Advanced Placement Studio Art: 2D Design Portfolio

Responsible Organization: The College Board

Website: <https://www.collegeboard.org/>

Cut Score Required: AP score of 3 or higher

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The 2d Design Portfolio addresses two-dimensional design issues. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plan in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

For this portfolio, students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking. Video clips, DVDs, CDs and three dimensional works may not be submitted; however, still images from videos or films are acceptable. There are three sections within the assessment: (1) Quality, (2) Concentration (Sustained Investigation), and (3) Breadth (Range of Approaches). These sections align with NYS Learning Standard for the Arts Standard 2; Standards 1 and 3; and Standards 1, 3, and 4; respectively. By comparing the design and task of the AP Art 2D Studio assessment with the Learning Standards for Visual Arts, it is clear that these tasks infer student achievement in the broad context of the standards.

A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi.

The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.

3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education.

The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. As such, guidelines for the submission of an AP portfolio are given instead of delineation for a specific course. The portfolios are designed to allow freedom in structuring the course while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. The guidelines reflect the coverage and level typical of good introductory college courses as identified through college faculty counsel, college curriculum surveys, and extensive dialogue with leaders in the field.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

The exam is developed by the College Board, a national organization.

6. Pathway assessments shall be available for use by any school or school district in New York State.

College Board exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

The AP Studio Art Digital Submission Web application is made available in late January. Teachers are encouraged to use it as a pedagogical tool from the time it is made available. It can also be helpful as an effective means for students and their teachers to track student progress toward a completed portfolio. Teachers work with their students throughout the school year to help them prepare digital images and arrange their portfolios. The website is accessed through secure teacher and student IDs and passwords. After a student submits their portfolio, their teacher has the option to forward it to their AP Coordinator for scoring (who can also send it back to the teacher if he/she has recommendations for further action) or return it to the student with recommendations for further action. The student can address teacher comments or re-submit the portfolio.

For Drawing and 2-D Design students also have to prepare a physical submission of five actual artworks.

Additional Information:

n/a

Certification Name: Advanced Placement Studio Art: 3D Design Portfolio

Responsible Organization: The College Board

Website: <https://www.collegeboard.org/>

Cut Score Required: AP score of 3 or higher

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The 3D Design Portfolio addresses sculptural issues. In this portfolio, students are asked to demonstrate an understanding of 3D design through any three dimensional approach, as they integrate their understanding of design principles and relation of integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plan in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

There are three sections within the assessment: (1) Quality, (2) Concentration (Sustained Investigation), and (3) Breadth (Range of Approaches). These sections align with NYS Learning Standard for the Arts Standard 2; Standards 1 and 3; and Standards 1, 3, and 4; respectively. By comparing the design and task of the AP Art 3D Studio assessment with the Learning Standards for Visual Arts, it is clear that these tasks infer student achievement in the broad context of the standards.

A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi.

The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.

3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education.

The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. As such, guidelines for the submission of an AP portfolio are given instead of delineation for a specific course. The portfolios are designed to allow freedom in structuring the course while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. The guidelines reflect the coverage and level typical of good introductory college courses as identified through college faculty counsel, college curriculum surveys, and extensive dialogue with leaders in the field.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

The exam is developed by the College Board, a national organization.

6. Pathway assessments shall be available for use by any school or school district in New York State.

College Board exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

The AP Studio Art Digital Submission Web application is made available in late January. Teachers are encouraged to use it as a pedagogical tool from the time it is made available. It can also be helpful as an effective means for students and their teachers to track student progress toward a completed portfolio. Teachers work with their students throughout the school year to help them prepare digital images and arrange their portfolios. The website is accessed through secure teacher and student IDs and passwords. After a student submits their portfolio, their teacher has the option to forward it to their AP Coordinator for scoring (who can also send it back to the teacher if he/she has recommendations for further action) or return it to the student with recommendations for further action. The student can address teacher comments or re-submit the portfolio.

Additional Information:

n/a

Certification Name: Advanced Placement Art History

Responsible Organization: The College Board

Website: <https://www.collegeboard.org/>

Cut Score Required: AP score of 3 or higher

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture.

The assessment design for AP Art History is two sections, each worth 50%. Section I (1 hour) contains 80 multiple choice questions and Section II (2 hours) contains six free response questions (two 30 minute questions and four 15 minute questions). The specific targets of this exam center around Learning objectives from the courses (skills); enduring understandings/essential knowledge (context); and knowledge of works of art. Especially important and relevant to the standards is the fact that the multiple-choice and free-response sections contain questions intended to assess achievement of multiple learning objectives and understanding of works of art from multiple content areas within the same question. This structure underscores the curricular emphasis and understandings of the interconnections and complex relationships among cultures, works of art, and art historical concepts.

There is evidence of alignment between the AP Art History exam and all four NYS Visual Arts Standards, as well as two additional key standards from the Social Studies Frameworks and the Common Core ELA Standards.

A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

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3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education.

AP Art History is one of the College Board's courses/exams undergoing a re-design, which will take effect in the 2015-16 school year. The redesigned course and exam will emphasize critical analysis of works of art and understanding of relationships among global artistic traditions. Increases depth and decreases breadth. New AP courses undergo an extensive audit process to ensure the course is aligned with the curriculum framework and will prepare students to take the exam. In addition, a college comparability study will be conducted as well as the full gamut of psychometric analyses.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

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6. Pathway assessments shall be available for use by any school or school district in New York State.

College Board exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

AP exams are high-stakes assessments. Rigorous security protocols are employed prior to, during and after the test administration to ensure that integrity of exam booklets and answer sheets remains uncompromised. A new form of each AP exam is available each year. Forms are equated using a common item design. In some cases, AP exams use a spiral technique where two simultaneous forms of multiple choice items, which are equivalent in difficulty, are distributed in such a way that the same form of the exam is not given to students seated next to one another, which limits item exposure and the potential for cheating each year. Free-response items are released 48 hours after the exam administration. Multiple-choice questions are not made available unless the entire exam form is released. Full exams are released every five years or so as a priced, released exam book.

Additional Information:

n/a

Certification Name: Advanced Placement Drawing Design Portfolio

Responsible Organization: The College Board

Website: <https://www.collegeboard.org/>

Cut Score Required: AP score of 3 or higher

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The Drawing Design Portfolio is meant to address a very broad interpretation of drawing issues and media. It can also include painting, mixed media, printmaking, etc. Abstract, observational and invented works may demonstrate drawing competence. Any work submitted that incorporates digital or photographic processes must address drawing issues as well.

There are three sections within the assessment: (1) Quality, (2) Concentration (Sustained Investigation), and (3) Breadth (Range of Approaches). These sections align with NYS Learning Standard for the Arts Standard 2; Standards 1 and 3; and Standards 1, 3, and 4; respectively. By comparing the design and task of the AP Drawing Design Portfolio assessment with the Learning Standards for Visual Arts, it is clear that these tasks infer student achievement in the broad context of the standards.

A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi.

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3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education.

The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. As such, guidelines for the submission of an AP portfolio are given instead of delineation for a specific course. The portfolios are designed to allow freedom in structuring the course while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. The guidelines reflect the coverage and level typical of good introductory college courses as identified through college faculty counsel, college curriculum surveys, and extensive dialogue with leaders in the field.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

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5. Pathway assessments shall be developed by an entity other than a local school or school district.

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6. Pathway assessments shall be available for use by any school or school district in New York State.

College Board exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

The AP Studio Art Digital Submission Web application is made available in late January. Teachers are encouraged to use it as a pedagogical tool from the time it is made available. It can also be helpful as an effective means for students and their teachers to track student progress toward a completed portfolio. Teachers work with their students throughout the school year to help them prepare digital images and arrange their portfolios. The website is accessed through secure teacher and student IDs and passwords. After a student submits their portfolio, their teacher has the option to forward it to their AP Coordinator for scoring (who can also send it back to the teacher if he/she has recommendations for further action) or return it to the student with recommendations for further action. The student can address teacher comments or re-submit the portfolio.

For Drawing and 2-D Design students also have to prepare a physical submission of five actual artworks.

Additional Information:

n/a

Certification Name: Advanced Placement Music Theory

Responsible Organization: The College Board

Website: <https://www.collegeboard.org/>

Cut Score Required: AP score of 3 or higher

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

The assessment design for AP Music Theory is two sections, Section 1 Multiple Choice (45%) and Section 2 Free Response (55%). Section 1 is composed of two types of questions: aural stimulus questions and non-aural stimulus questions. Section 2 is composed of two sections: a written portion and a sight-singing portion.

The AP Music Theory Exam specifically addresses the 4 NYS Music Standards.

A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi.

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3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education.

AP Art History is one of the College Board's courses/exams undergoing a re-design, which will take effect in the 2015-16 school year. The redesigned course and exam will emphasize critical analysis of works of art and understanding of relationships among global artistic traditions. Increases depth and decreases breadth. New AP courses undergo an extensive audit process to ensure the course is aligned with the curriculum framework and will prepare students to take the exam. In addition, a college comparability study will be conducted as well as the full gamut of psychometric analyses.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

The exam is developed by the College Board, a national organization.

6. Pathway assessments shall be available for use by any school or school district in New York State.

College Board exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

AP exams are high-stakes assessments. Rigorous security protocols are employed prior to, during and after the test administration to ensure that integrity of exam booklets and answer sheets remains uncompromised. A new form of each AP exam is available each year. Forms are equated using a common item design. In some cases, AP exams use a spiral technique where two simultaneous forms of multiple choice items, which are equivalent in difficulty, are distributed in such a way that the same form of the exam is not given to students seated next to one another, which limits item exposure and the potential for cheating each year. Free-response items are released 48 hours after the exam administration. Multiple-choice questions are not made available unless the entire exam form is released. Full exams are released every five years or so as a priced, released exam book.

Additional Information:

n/a

Certification Name: International Baccalaureate Diploma Programme Dance Course

Responsible Organization: International Baccalaureate

Website: <http://www.ibo.org/>

Cut Score Required: A course score of 3 (satisfactory) or higher.

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

The assessment design for the IB Diploma Programme (DP) in Dance contains 3 tasks. Each task is included in the table below on the left, with the corresponding alignment to the NYS Learning Standards Captured on the right. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The recommended teaching times—150 hours (SL) and 240 hours (HL)—indicate a clear distinction between the time allowed for the completion of course assignments at SL and at HL. This differentiation between the two levels is reflected in both the breadth and depth of study.

Tasks of IB correlate directly with the standards, performance indicators, and activities that are outlined in the NYS Standards for Dance.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.

Recognition comes in many forms, but the most common are:

Recruitment—actively recruiting Diploma Programme students;

Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications;

Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state;

Credit—providing detailed information on the courses for which credit is possible based on DP scores, specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and

Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.

3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

Assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section. 1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning. 2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification. 3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language. 4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application). 5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed. 6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The primary validity argument/evidence for the IB exams are around construct validity, which is modeled after the work of Messick. The course is developed using many of the same principles of Evidence-Centered Design (although not explicitly) where the first step is to identify the course objectives, which then drives exam development, review and grading. The objectives (claims) determine which assessment tasks and instruments are used as well as the characteristics of student work that should be given credit (evidence). Objectives are typically defined in terms of skills with content playing a stronger or reduced role depending on the subject area. Given that IB uses a performance assessment model, which reduces the number of exam/item constraints, the use of authentic tasks are the primary means of collecting evidence. This model allows for the use of internal assessment that is interwoven into the course instruction, graded by teachers, but moderated externally.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

The exam is developed by the International Baccalaureate Organization, an international organization.

6. Pathway assessments shall be available for use by any school or school district in New York State.

IB courses / exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

This assessment and the requirements for success in this assessment are not secure, as it is a performance assessment and evaluation is determined by student performance against a set criteria, which is published for anyone who is interested.

Additional Information:

n/a

Certification Name: International Baccalaureate Diploma Programme Music Course

Responsible Organization: International Baccalaureate

Website: <http://www.ibo.org/>

Cut Score Required: A course score of 3 (satisfactory) or higher.

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

The assessment design for the IB in Music contains 3 tasks. Each task is included in the table below on the left, with the corresponding alignment to the NYS Learning Standards Captured on the right. External assessment consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures). Internal assessment consists, for the Higher Level (HL) course, of a) Creating, and b) Solo performing. For the Standard Level (SL) course, students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing.

Tasks of IB correlate directly with the standards, performance indicators, and activities that are outlined in the NYS Standards for Dance.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.

Recognition comes in many forms, but the most common are:

Recruitment—actively recruiting Diploma Programme students;

Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications;

Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state;

Credit—providing detailed information on the courses for which credit is possible based on DP scores, specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and

Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.

3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

Assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section. 1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning. 2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification. 3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language. 4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application). 5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed. 6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The primary validity argument/evidence for the IB exams are around construct validity, which is modeled after the work of Messick. The course is developed using many of the same principles of Evidence-Centered Design (although not explicitly) where the first step is to identify the course objectives, which then drives exam development, review and grading. The objectives (claims) determine which assessment tasks and instruments are used as well as the characteristics of student work that should be given credit (evidence). Objectives are typically defined in terms of skills with content playing a stronger or reduced role depending on the subject area. Given that IB uses a performance assessment model, which reduces the number of exam/item constraints, the use of authentic tasks are the primary means of collecting evidence. This model allows for the use of internal assessment that is interwoven into the course instruction, graded by teachers, but moderated externally.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

The exam is developed by the International Baccalaureate Organization, an international organization.

6. Pathway assessments shall be available for use by any school or school district in New York State.

IB courses / exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

This assessment and the requirements for success in this assessment are not secure, as it is a performance assessment and evaluation is determined by student performance against a set criteria, which is published for anyone who is interested.

Additional Information:

n/a

Certification Name: International Baccalaureate Diploma Programme Theatre Course

Responsible Organization: International Baccalaureate

Website: <http://www.ibo.org/>

Cut Score Required: A course score of 3 (satisfactory) or higher.

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

The assessment design for the IB in Theatre contains 4 tasks: (1) Students will create and perform theatre pieces as well as improvisational drama; (2) Students will know the basic tools, media, and techniques involved in theatrical production; (3) Students will reflect upon, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism; (4) Students will gain knowledge about past and present cultures as expressed through theatre.

Taken together, the culminating performance Tasks of IB correlate directly with the standards, performance indicators, and activities that are outlined in the NYS Standards for Theatre.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.

Recognition comes in many forms, but the most common are:

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Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.

3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

Assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section. 1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning. 2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification. 3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language. 4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application). 5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed. 6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.

The primary validity argument/evidence for the IB exams are around construct validity, which is modeled after the work of Messick. The course is developed using many of the same principles of Evidence-Centered Design (although not explicitly) where the first step is to identify the course objectives, which then drives exam development, review and grading. The objectives (claims) determine which assessment tasks and instruments are used as well as the characteristics of student work that should be given credit (evidence). Objectives are typically defined in terms of skills with content playing a stronger or reduced role depending on the subject area. Given that IB uses a performance assessment model, which reduces the number of exam/item constraints, the use of authentic tasks are the primary means of collecting evidence. This model allows for the use of internal assessment that is interwoven into the course instruction, graded by teachers, but moderated externally.

5. Pathway assessments shall be developed by an entity other than a local school or school district.

The exam is developed by the International Baccalaureate Organization, an international organization.

6. Pathway assessments shall be available for use by any school or school district in New York State.

IB courses / exams are available for use by all New York districts and/or schools.

7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

This assessment and the requirements for success in this assessment are not secure, as it is a performance assessment and evaluation is determined by student performance against a set criteria, which is published for anyone who is interested.

Additional Information:

n/a

Certification Name: International Baccalaureate Diploma Programme Visual Arts Course

Responsible Organization: International Baccalaureate

Website: <http://www.ibo.org/>

Cut Score Required: A course score of 3 (satisfactory) or higher.

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The assessment design for the IB in Visual Arts contains three tasks: (1) A comparative study, (2) a process portfolio, and (3) an exhibition.

The best evidence that the IBO assessment design and tasks include a cross section of the learning standards and indicators sufficient to infer that their IBO performance signals achievement in the broader context of the (NYS) standards is to examine the curriculum on which the final assessment is based.

2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.

Recognition comes in many forms, but the most common are:

Recruitment—actively recruiting Diploma Programme students;

Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications;

Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state;

Credit—providing detailed information on the courses for which credit is possible based on DP scores, specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and

Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.

3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

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Additional Information:

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