

Mid-South Education Department

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Introduction

In January 2015 the Board of Regents amended sections 100.2 and 100.5 of the Commissioner's Regulations to implement the 4+1 pathways to graduation option allowing students to meet the requirements for a diploma in different ways. The amendment created a pathway assessments in the Humanities, STEM, Biliteracy, CTE and the Arts. In March 2016, the AP and IB assessment options were approved by the Commissioner for the Arts Pathway and in September 2017, the Regents approved the new PK-12 NYS Learning Standards for the Arts. The Department, working with the IAAP Development Committee, completed the development of the criteria for a unit arts pathway in Fall 2021 along with an implementation guide, professional development modules and pilot materials. The IAAP implementation timeline was presented to the Board of Regents at their September 2021 meeting with an update on the pilot presented at the Board's November 2022 meeting. Piloting began dissemination of pilot application materials to selected schools in January of 2022. Applications will open to all high schools in Winter 2023 with implementation materials available on the NYSED's Individual Arts Assessment Pathway [webpage](#). A regulatory amendment to section 100.5 of the Regulations of the Commissioner of Education was presented to the Board at their December 2022 meeting.

Currently, the approved pathways to graduation for the Arts include both AP and IB assessments which are not offered at all schools in New York State. In the 2020 AY AY 2019 513 students utilized the Department approved Arts Graduation Pathway, total of under 1% of pathway participation. Increasing student engagement with the arts is an vital step in realizing the goal of artistic literacy enumerated in the [NYS Statewide Strategic Plan for the Arts](#). Additionally, the IAAP will meet Goal 2.3 *Assessment* from the Strategic Plan whose objective is to "Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts and empower educators to use the data resulting from these assessments to enhance teaching and learning (p.8)." The implementation of the IAAP will increase student participation in Arts while offering a 4+1 graduation pathway option that measures student attainment of the Learning Standards for the Arts.

Finally, as the Department continues to focus on diversity, equity, and inclusion, the Individual Arts Assessment Pathway (IAAP) provides an example of a portfolio based local assessment driven by student interest and teachers' content knowledge and expertise. Students actively

Frequently Asked Questions

What is the Individual Arts Assessment Pathway?

The Individual Arts Assessment Pathway (IAAP) is a graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the appropriate High School Performance Indicators in the [New York State Learning Standards for the Arts](#). The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers. School Districts can choose to sign on to the IAAP based on student and community interest and program offerings. Students pursuing either a Regent's Diploma, or a Regents Diploma with Advanced Designation may utilize the IAAP as their pathway assessment.

What is the benefit to students, teachers, and Districts?

The IAAP offers high school students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts. Currently the approm2 (s)-1 (t)

Applying to offer the Individual Arts Assessment Pathway (IAAP)

IAAP Application Process

Schools districts and BOCES who wish to offer the IAAP can complete the application on the [NYSED Business Portal](#). Additional information can be found [Module 2: Planning and Applying for the IAAP](#). There is no requirement for approved pilot schools to apply again. Districts may also apply to offer one or more arts disciplines and add additional disciplines in subsequent years.

The Individual Arts Assessment Pathway Application is best completed by an administrator who oversees the arts within the district or school. While applications will be delegated in the NYSED Business Portal to Superintendents, Superintendents may, in turn, delegate the application to an appropriate arts supervisor or administrator

Program applications must include:

- Entity Name and BEDS code
- Type of school
- Name and job titled of applicate completing the form
- Local IAAP point person to receive all communications about the IAAP from NYED
- A description of how student's artistic statements, creative works, and documentation of feedback will be maintained and tracked in the local district
- Which discipline(s) (Visual arts, Media Arts, Music, Theatre and Dance) will the IAAP be offered in?

- 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
- WWo2 T 9[(W)DC92o2 T 9[(W)pf 0.002rm4.6 (ou) 1 2 fol-8 (p) -1.5t(o2 T 0 Tc 0 1 Tf 12 0 0

Learning Standards for the Arts Conceptual Framework

The 2017 Learning Standards for the arts are organized into four artistic processes: Create, Perform, Respond and Connect. Within each of these processes, Anchor Standards, Enduring Understandings, Essential Questions, and Performance Indicators provide discipline and grade or course level expectations for student learning. The framework may be summarized as follows:

| New York State Learning Standards for the Arts | | | Conceptual Framework | |
|---|--|------------------|---|------------|
| Shared by All Arts Disciplines | | | Discipline-Specific Performance Indicators | |
| Artistic Processes | | Anchor Standards | | Indicators |
| Cr Creating Conceiving and developing new artistic ideas and work. | 1. Generate and conceptualize artistic ideas and work. | | All Arts Disciplines Performance Indicators are written for each grade level, with the following exceptions by discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School <ul style="list-style-type: none"> ◦ HSI – Proficient ◦ HSII – Accomplished ◦ HSIII – Advanced | |
| | 2. Organize and develop artistic ideas and work. | | | |
| | 3. Refine and complete artistic work. | | | |
| Pr Performing Music Realizing artistic ideas and work through interpretation and presentation. Interpreting and sharing artistic works. Producing Visual Arts Realizing and presenting artistic ideas and work. | 4. Select, analyze, and interpret artistic work for presentation. | | Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 Additional strands: <ul style="list-style-type: none"> ◦ Maximization ◦ Instrumental ◦ Traditional and Emerging Ensembles <ul style="list-style-type: none"> ◦ Novice – Gr 5 ◦ Intermediate – Gr 8 Composition & Improvisation <ul style="list-style-type: none"> ◦ HSI – Proficient ◦ HSII – Accomplished ◦ HSIII – Advanced | |
| | 5. Develop and refine artistic techniques and work for presentation. | | | |
| | 6. Convey meaning through the presentation of artistic work. | | | |
| Re Responding Understanding and evaluating how the arts convey meaning. | 7. Perceive and analyze artistic work. | | Additional strands: <ul style="list-style-type: none"> ◦ Maximization ◦ Instrumental ◦ Traditional and Emerging Ensembles <ul style="list-style-type: none"> ◦ Novice – Gr 5 ◦ Intermediate – Gr 8 Composition & Improvisation <ul style="list-style-type: none"> ◦ HSI – Proficient ◦ HSII – Accomplished ◦ HSIII – Advanced | |
| | 8. Interpret and analyze artistic work. | | | |
| | 9. Apply criteria to evaluate artistic work. | | | |
| Cn Connecting Relating artistic ideas and work with personal meaning and external context. | 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | | Additional strands: <ul style="list-style-type: none"> ◦ Maximization ◦ Instrumental ◦ Traditional and Emerging Ensembles <ul style="list-style-type: none"> ◦ Novice – Gr 5 ◦ Intermediate – Gr 8 Composition & Improvisation <ul style="list-style-type: none"> ◦ HSI – Proficient ◦ HSII – Accomplished ◦ HSIII – Advanced | |
| | 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape culture's past, present and future. | | | |

Districts, educators, and students who participate in the IAAP program will need to develop a thorough understanding of the Standards and associated Performance Indicators. To obtain a copy of the Standards, including the Performance Indicators, please visit NYSED's [Arts Webpage](#). For information about implementation of the Standards, please consult the [New York State Arts Standard Implementation Guide](#)

| | | |
|-------------------|---|---|
| | | 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. |

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Mandatory Portfolio Requirements

Introduction

Students will work collaboratively with their arts teachers to propose, develop, and generate creative works while engaging in formative assessment processes which propel and support their creative ideas and goals. Through this process students meet the appropriate performance indicators in the New York Learning Standards for the Arts. The following mandatory requirements by discipline lists the necessary components of the IAAP, the associated Anchor Standard(s), and Notes. Districts may determine how work is collected and maintained (digitally/physically) but it is suggested that for ease of grading and storage that an online portfolio system be considered.

Mandatory Items for all portfolios

All portfolios must include:

Artwork and/or performances, artifacts, and process evidence that demonstrates attainment of the 11 anchor standards in the NYS Learning Standards for the Arts at the Accomplished level, including:

Artistic statement and project goals

Initial, intermediate, and final creative works

Documentation of the artistic and feedback process students utilized to research, revise, and complete their artwork

Summative materials including reflective pieces, process evidence, and other materials as listed in the following discipline specific mandatory requirements.

Local districts are responsible for developing their grading rubrics to align with the 11 Anchor Standards in the NYS Learning Standards for the Arts. Further information on the development of local grading rubrics can be found in the [Local IAAP Grading Process and Guidance](#) section of this guide.

Visual Arts / Media Arts Portfolio Mandatory Requirements

The following rubrics denote mandatory requirements for visual arts /media arts portfolios. To assist districts, teachers and students, the Department, in collaboration with the IAAP Development Committee, has developed examples of an [Student tracking form](#) and Discipline Specific Student Workbooks.

Visual Arts / Media Arts

| Element | Anchor Standard | Notes |
|---|------------------|---|
| Artistic Statement/Goals | CR1, CR 2, CN 10 | 500 words or less, can be written, or recorded. (voice, digital or hard copy) Statement should include an Artistic Growth Statement |
| Minimum of 5 creative works connected to student's artistic goals | CR 2, CR 3, PR4, | 5 creative works from HS level visual arts / media arts unit of study, any discipline connected to student goals; Concentration on breadth and growth of visual |

Visual Arts / Media Arts Grading Guidance and Sample Rubric

What does this rubric measure?

This authentic assessment tool supports the measurement of student achievement of the Individual Arts Assessment Pathway in Visual Arts / Media Arts and will track performance and growth throughout the program. It is organized around the eleven Anchor Standards found in the [NYS Learning Standards for the Arts](#)

How is the rubric used?

The rubric measures evidence of student learning and attainment of the High School II Accomplished performance indicators in the Visual Arts / Media Arts Learning Standards. It offers a suggested framework for the locally determined implementation of the Individual Arts Assessment Pathway (IAAP). This rubric can be used as is or adapted to meet local needs, though must meet the eleven anchor standards in Learning Standards for the Arts.

Student performance in visual arts / media arts is measured against the Achievement Levels (Accomplished and Approaching) by putting a check mark in the appropriate column the student has achieved for each of the Performance Indicators, or Anchor Standards.

Things to Consider:

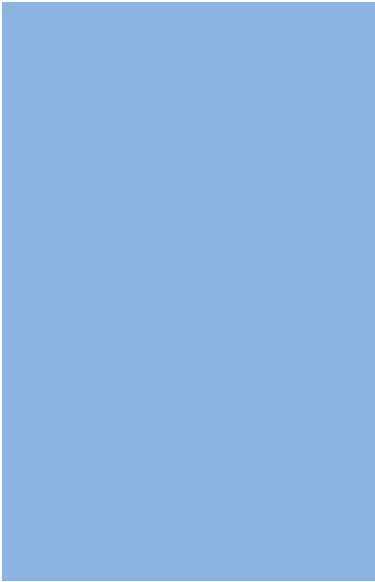
Consider using a digital version of the rubric accessible by students ~~and~~ ^{teachers}.

Use of an online management system such as Google Classroom to disseminate and organize documents and maintain consistent communication and collaboration with all stakeholders. (E.g.: Schoology, Blackboard, Brightspace, Microsoft Teams, Google Classroom, etc.)

Use of an online portfolio platform. With an online system, students will be able ~~to~~ ^{save} their work throughout the process in one place that is accessible to all involved. (E.g.: Slide Share, Webpages, Blogs, Google Sites, WordPress, Weebly),

| Anchor Standard | HS II Performance Indicators | Achievement Levels | |
|--|--|---------------------|--|
| | | HS II /Accomplished | Did not meet HS II Accomplished Standards / Approaching Standard |
| 1: VA /MA: Generate and conceptualize artistic ideas and work. | VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. | | |
| | MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work. | | |
| | VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions. | | |
| 2: VA/MA: Organize and develop artistic ideas and work | VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. | | |
| | MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context. | | |

VA:Cr2.2.HSII



| | | | |
|--|--|--|--|
| | <p>MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.</p> | | |
| | <p>VA:Re7.2.HSII a. Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture.</p> | | |

MA:Re7.2.HSII
a. Analyze how a broad range of media artwork manages audience experience and creates intention and persuasion thro

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1.7 Td (h) eionp a cd rsua5.5 (ua5.5 .2 ()1 0.0

10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

VA:Cn10.1.HSII
a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

MA:Cn10.1.HSII
a. S

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 through the appropriate High School II Advanced performance indicators in the Learning Standards for the Arts. A minimum of two arts teachers, or other appropriately trained educators and/or administrators complete portfolio grading. Arts teachers should not, whenever possible, grade their own students’ portfolios. Further guidance regarding grading is forthcoming pilot grading scheduled for June 2025. More information about the performance levels and the arts learning standards can be found in this implementation guide beginning in the [Learning Standards for the Arts Conceptual Framework](#) section.

Implementation Considerations and Resources

Earning Credit

Students must earn 3 units of credit in the Arts and earn a passing score on their final portfolio to achieve the Individual Arts Assessment Pathway (IAAP). Local districts have the flexibility offer the courses for the IAAP in a manner that fits within their programmatic offerings, State IAAP and regulatory requirements.

| Independent study Independent Study (Elective Credit) NYCRR 100.5(d)(9) | Grade 8 Acceleration Grade 8 Acceleration NYCRR 100.4(d) | Participation in Performance arts Participation in Performance Arts NYCRR 100.5(d)(2) |
|--|---|---|
| <p>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.</p> | <p>Students may be accelerated and earn a unit of credit towards the IAAP in grade 8 should the student be deemed by the Superintendent, or his/her designee, to demonstrate readiness in the Arts to begin high school courses in the eighth grade. To earn diploma credit, students must pass both the course and the culminating assessment. This culminating assessment (in the absence of a Regents Exam) is locally determined and could include in full, or in part, creative work for the IAAP.</p> | <p>Students can earn a unit of credit in the arts either by participating in a school’s major performing groups (band, chorus, orchestra, dance, theater groups) or by participating, only in exceptional situations, in advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student’s teacher, shall be approved by the visual arts, music, dance, or theater department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school visual arts, music, dance, and/or theater program.</p> |

Transfer Credit [8 NYCRR 100.5\(d\)\(5\)](#): Transfer credit may be awarded for work completed outside of the school awarding credit. If the work was successfully completed at another registered high school, the receiving principal must award transfer credit. Transfer credit may be awarded if the work completed at other educational or cultural institutions is deemed to be consistent with the New York State commencement level learning standards of a comparable scope and quality to that which would have been done in the school awarding credit.

Tracking Students Progress through the IAAP

Similar to workbased 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. For an example of an IAAP tracking form, reference the [Sample IAAP Student Tracking Form](#). It should be the policy of the school district/BOCES to maintain student records according to the [Records Retention and Disposition Schedule](#)

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 of [Credit for Online and Blended Courses](#)

Resources for Student Artists and Teachers

Please also see [Module 3: Guidance for teachers and students](#).

Visual Arts / Media Arts Sample Artist Tracking Checklist

Student Artists:

Use this checklist to track your progress throughout the IAAP Visual Arts / Media Arts program. Accomplishment can be demonstrated by meeting the Performance Indicator for each of the Anchor Standards in Visual Arts / Media Arts Growth can be demonstrated by comparing

How does this evidence meet the Performance Indicator? Explain how the evidence you have chosen for this Performance Indicator meets the requirements **specific**.
 Stage in Process What stage in the art process is the evidence in? For example: sketch, model, final piece, etc.

Course Name and Teacher - In what course did you create this evidence? What is the name of the teacher who taught the course?

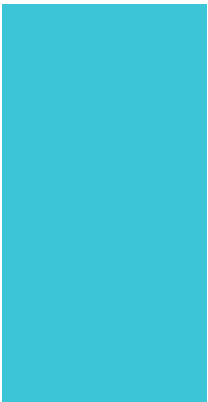
Year - What year did you create the evidence?

Completed - Have you met the requirements of this Performance Indicator? When you have met the requirements, place a Check Mark or Yes in **this**

Reflection - In evaluating your growth over time, consider how your process or work was influenced by previous experiences, learning, or performance. What risks did you explore; where do you see yourself developing artistically; or what outcome did you create out of previous artistic experiences?

| | | | | | | | | | |
|-----------------|------------------------|--------------------------|--|---|------------------|-----------------------|------|------------|------------|
| Student Name: | | IAAP Contact: | | Student ID: | | Year Start: | | | |
| Anchor Standard | Performance Indicators | ARTIST CHECKLIST | | | | | | | |
| | | Description of Evidence. | Location of Evidence (Provide link to digital) | How does this evidence meet the Performance | Stage in Process | Course Name / Teacher | Year | Completed? | Reflection |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| | traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions. | | | | | | | | |
| 2: VA/MA: Organize and develop artistic ideas and work | VA:Cr2.1.HSII a. Through experimentation practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. | | | | | | | | |
| | MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context. | | | | | | | | |
| | VA:Cr2.2.HSII a. Explain how traditional and non traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment. | | | | | | | | |



VA:Cr2.2.HSII
b. Consistently

5: VA/MA:
Develop and
refine artistic
techniques and
work for
presentation

VA:Pr5.1.HSII
a. Evaluate, select
and apply methods or
processes appropriate
to display artwork in
a specific place.

MA:Pr5.1.HSII
a. D

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | they effect the audience. | | | | | | | | | |
| | VA:Re7.2.HSII a. Identify commonalities within a group of artists or visual images attributed to a particular art timeframe or culture. | | | | | | | | | |

MA:Re7.2.HSII

a. Analyze how2 Tw 1 (d)15.4 ((a.)-25.79 1 (d)n5.4 (((0.5 (r)19.1 2s)21.9 (w 9)6 (o)15 m 0.919.1 2s)21d (w 9.3 (s)8.a 0.004 Tc 0 Tw 0 -

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| of media artwork and production processes. | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

10: Qt>>BDC E2.4 (o)-1A\$694f EM d125>>t(d125>>ndTc 0.0/TC 624.36 76.68 98396 37 f EMC 4/TT1 1 Tf 0.09 -1.141.09 -148.04 41.04 703.92 Tm [(16852

Sample Visual Arts / Media Arts IAAP Teacher Tracking Checklist

Individual Arts Assessment Pathway in Visual Arts/Media Arts: Teacher EDITION

Included in this Teacher Edition: (Examples are below.)

Artist Tracking Form / Teacher Checklist

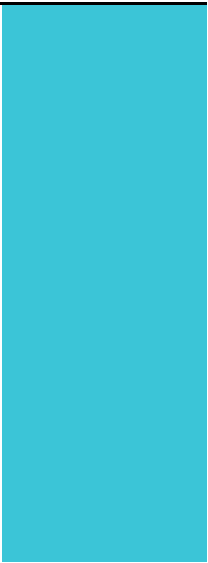
· Possible Artifacts to Meet Performance Indicators

Sample Timeline

Timeline

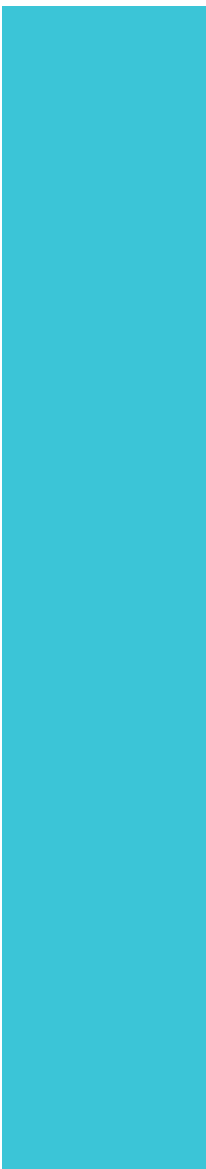
Artist Tracking / Teacher Checklist:

The student artists will use this checklist to track their progress throughout the IAAP Visual Arts/Media Arts program. Accomplishment can be demonstrated by meeting the Performance



increase the

VA:Cr2.2.HSII



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts. | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

4: VA/MA:
 Select, analyze, and interpret artistic work for presentation

VA:Pr4.1.HSII
 a. Analyze, select, and critique personal artwork for a collection or portfolio presentation

meaning through
the presentation
of artistic work

a. Make, explain
and justify
connections
between artists or

| | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|
| <p>inform artistic work</p> | <p>to explore unfamiliar subjects through artmaking.</p> <p>MA:Cn10.1.HSI I Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork</p> | | | | | | | | |
| <p>11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.</p> | <p>VA:Cn11.1.HSI I a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts.</p> <p>MA:Cn11.1.HSI I a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.</p> | | | | | | | | |
| | <p>VA:Cn11.2.HSI I a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic</p> | | | | | | | | |

Possible Artifacts to Meet Performance Indicators:

Below are some suggested activities that student artists can do to meet the indicated Performance Indicators.

| Student Name: Start: | IAAP Contact: | Student ID: | Year |
|-------------------------|---------------|-------------|------|
|-------------------------|---------------|-------------|------|



or artwork and social, cultural, and political history.



cultural experiences to inspire and inform
media artwork

Visual Arts / Media Arts Example of Online Management System

Things to Consider:

For use of best practices in grading, consider using a digital version of the rubric accessible by students and teachers.

Use of an online management system such as Google Classroom to disseminate and organize documents and maintain consistent communication and collaboration with all stakeholders. (E.g.: Schoology, Blackboard, Brightspace, Microsoft Teams, Google Classroom, etc.).

Use of an online portfolio platform. With an online system, students will be able to save their work throughout the process in one place that is accessible to all involved. (E.g.: Slide Share, Webpages, Blogs, Google Sites, WordPress, Weebly,

