



A Program of the New York State Art Teachers Association

HSI PROFICIENT LEVEL

Portfolio Support Documents

- REQUIRED* ☐ Components Inventory (print and give to adjudicator)
- REQUIRED* ☐ Artistic Integrity Statement (print and give to adjudicator)
- REQUIRED* ☐ Learning Standards Inventory (print and give to adjudicator)
- ☐ Sample Adjudicator Questions (for planning presentation)
- ☐ Graphic Organizer for Component 3—Artistic Response (optional)
- ☐ Labels and Tags for organizing work by Standard and Performance Indicator (optional)

*print this packet single-sided so pages can be easily separated, rearranged, or cut apart

REQUIRED COMPONENTS INVENTORY

The Portfolio is made up of carefully selected components. All students should complete the inventory below to assist with selecting, organizing, and curating artistic work and process artifacts for presentation.

PORTFOLIO COMPONENTS		
Required Component	Selected Artwork Title/Description	List of Artifacts
<input type="checkbox"/> 1—Personal Identity with process artifacts		
<input type="checkbox"/> 2—Social/Cultural/Political/ Historical Connection with process artifacts		
<input type="checkbox"/> 3—Artistic Response (format optional)		
<input type="checkbox"/> 4—Student Choice with process artifacts		

PORTFOLIO PRESENTATION	
<input type="checkbox"/> All required components completed and included <input type="checkbox"/> All work organized and ready for adjudication <input type="checkbox"/> Process artifacts support selection of work and NYS Learning Standards use	<input type="checkbox"/> Components Inventory complete and included <input type="checkbox"/> Artistic Integrity Agreement complete and included <input type="checkbox"/> Standards Inventory complete and included

REQUIRED ARTISTIC INTEGRITY AGREEMENT

Artistic Integrity refers to an artist's commitment to generate their own original ideas and work. All work that is entered for adjudication in the Portfolio Project must be original; created by the participant. If existing artworks or images are used in the creation of work, they must be cited. All work should represent original ideas AND a significant transformation of any images used (beyond changed colors, cropping, or material use). The use of AI is not permitted in developing work for the NYSATA Portfolio Project. For more help on student Artistic Integrity, visit <https://www.artandwriting.org/awards/how-to-enter/copyright-plagiarism/>.

Student _____ Preferred Name/Pronoun(s) _____
 School _____ Grade _____ Adjudication Level _____
 District _____ Teacher _____

I affirm that each artwork included in my portfolio is my own original creation. Any use of others' ideas, images, and work has been documented and credited and my work shows significant transformation. Process has been documented to demonstrate my own ideas and original thinking.

Student Signature _____ Date _____
 Teacher Signature _____ Date _____

Required LEARNING STANDARDS INVENTORY

The Portfolio Project is scored holistically across components. NYS Learning Standards for the Arts are the scoring criteria. This Inventory ensures inclusion of evidence for each Standard and Performance Indicator. It will direct the adjudicator to the components where each Performance Indicator is demonstrated.

Every component need not fulfill every Standard. Begin with the Personal Identity Component and work down the column, noting which standards are most clearly demonstrated checking them off and making notes. Move to the next column for the next component, checking off standards and making notes.

CREATING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice	Presentation Notes
<ul style="list-style-type: none"> multiple approaches to begin work successful use/range of materials/techniques traditional and contemporary approaches 					
<ul style="list-style-type: none"> personally motivated work persistence, problem-solving, risk-taking documentation of inspiration and process 					
<ul style="list-style-type: none"> documentation and use of feedback evidence of revision and reflection 					
PRESENTING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice	Presentation Notes
<ul style="list-style-type: none"> reasoned selection of portfolio work awareness of strengths and areas for growth relevant decision-making 					
<ul style="list-style-type: none"> art / artifacts have addressed an issue or connection understanding of collection's intent on audience 					
RESPONDING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice	Presentation Notes
<ul style="list-style-type: none"> interpretations of artwork based on evidence in work and context awareness of relationship of process or ideas to exemplar artist(s) 					
CONNECTING	Personal Identity	S/C/P/H Connection	Artistic Response	Student Choice	Presentation Notes
<ul style="list-style-type: none"> progression of ideas in multiple stages art/artifacts used to inform or inspire ideas fully elaborated/resolved/finished work that emerged 					
<ul style="list-style-type: none"> demonstrate how artists are inspired influenced by pre-existing work investigating how artistic influence has shaped work(s) 					

SAMPLE ADJUDICATOR QUESTIONS

This optional resource may be used to prepare for presenting your portfolio at the adjudication. Questions are examples of what adjudicators MIGHT ask you to discuss, based on the New York State Learning Standards for the Arts. Try to tell the story of your work but focusing on the Learning Standards.

CREATING HSI Sample Adjudicator Questions	
VA:Cr1.1.HSI	Can you share several examples of how you get started when working on an art project?
VA:Cr1.1.HSI	List some of the practices that you employ when beginning an artwork.
VA:Cr1.2.HSI	Walk me through how you decided on a particular material or method when planning a project.
VA:Cr2.1.HSI	Can you show me some examples of how you create independently or in a self-directed manner?
VA:Cr2.2.HSI	How have you been transformative with source material (images/references you find online)?
VA:Cr3.1.HSI	Give some examples of how you use feedback from others to inform your next steps when making a work of art or design.
PRESENTING HSI Sample Adjudicator Questions	
VA:Pr4.1.HSI	What was your decision making process like when selecting and organizing your artwork and artifacts for this portfolio?
VA:Pr4.1.HSI	Point out some of your most successful moments as well as areas you are aiming to improve on.
VA:Pr6.1.HSI	What have you learned or can apply to your own work through examining and making connections between other artists who create social, cultural, or politically themed artworks? (Presenting+Responding+Connecting)
RESPONDING HSI Sample Adjudicator Questions	
VA:Re8.1.HSI	What type of information helps you understand an artwork or design better when trying to form an interpretation of it?
CONNECTING HSI Sample Adjudicator Questions	
VA:Cn10.1.HSI	Walk me through one of your projects from beginning (where the idea originated) to the end (how you settled on the final version of the work).
VA:Cn11.1.HSI	How can art from the past or from different cultures inspire current artists? How might artists borrow ideas from another time or place?
VA:Cn11.1.HSI	What have you learned or can apply to your own work through examining and making connections between other artists who create social, cultural, or politically themed artworks? (Presenting+Responding+Connecting)

OPTIONAL ORGANIZER—ARTISTIC RESPONSE

This resource may be used to support *Component 3—Artistic Response*. Use this graphic organizer to (a) submit the Artistic Response for Component 3 OR (b) serve as a reference to inform content and structure for Component 3 artifacts (e.g., images and notes in a sketchbook or Google slide show) OR (c) not utilize in portfolio preparation if Component 3 is clear and complete through other artifacts or means.

Student Information		
Student _____	Preferred Name/Pronoun(s) _____	
School _____	Grade _____	Adjudication Level _____
District _____	Teacher _____	
Artwork Image and Identifying Information		
Thumbnail Image of Artwork (or attach another page with image(s))	Title	
	Artist(s)	
	Media	
	Date/Period	
First Impressions/Initial Response		
What did you notice, see, feel, or think when you first saw this work?		
Direct Observations/Analysis		
Describe what you observe in the image (subject matter). Is there anything unusual or out of the ordinary that might be noteworthy?		
Analyze how form and structure (art elements/principles of design/organizational strategies) create purposeful organization in the work.		
Research/Context/Relevant Background Information		
Presentation—Where does the work exist? (museum/gallery/street or public space/online/in nature, etc.)		
Research Historical/Political/Social and/or Cultural Context		
Inferences/Mood/Meaning/Interpretation		
Use contextual evidence you gathered, observations of the art, and analysis of how the work is arranged to infer what you think the work is about (meaning), big ideas, and/or questions evoked by the work.		
<i>Recommended Connection</i> How does this artist and/or work relate to the work(s) presented within your portfolio or to your art interests?		

OPTIONAL LABELS & TAGS

Artwork Labels

If desired, use these labels for the final artwork pieces to be included in the portfolio.

<p>COMPONENT 1 Personal Identity</p>
<p>_____</p> <p>Title</p>
<p>_____</p> <p>Medium</p>

<p>COMPONENT 2 Social/Cultural/Political/Historical Connection</p>
<p>_____</p> <p>Title</p>
<p>_____</p> <p>Medium</p>

<p>COMPONENT 3 Artistic Response</p>
<p>_____</p> <p>Title</p>
<p>_____</p> <p>Medium</p>

<p>COMPONENT 4 Student Choice</p>
<p>_____</p> <p>Title</p>
<p>_____</p> <p>Medium</p>

Standards Tags for Process Artifacts

If desired, apply to art/artifacts to highlight Standards demonstrated

Cr	multiple approaches to begin work
Cr	successful use/range of materials/ techniques
Cr	traditional and contemporary approaches
Cr	personally motivated work
Cr	persistence, problem-solving, risk-taking
Cr	documentation of inspiration and process
Cr	documentation and use of feedback
Cr	evidence of revision and reflection
Pr	reasoned selection of portfolio work
Pr	awareness of strengths and areas for growth
Pr	clear decision-making process
Pr	art / artifacts have addressed an issue or connection
Re	interpretations of artwork based on evidence in work and context
Re	awareness of relationship of process or ideas to exemplar artist(s)
Cn	progression of ideas in multiple stages
Cn	art/artifacts used to inform or inspire ideas
Cn	demonstrates how artists are inspired or influenced by pre-existing works
Cn	investigating artistic influence has shaped work(s) or processes