

Aligned to the  
New York State Learning  
Standards for the Arts



A Program of the New York State Art Teachers Association

## ABOUT the PORTFOLIO PROJECT



**“ Artistic work, including process artifacts and finished work documented over time, can provide a lens into the minds and hearts of students, revealing a rich picture of achievement, evolution, and growth in the Visual Arts. ”**

Cindy Henry-Wood  
Visual Arts Writing Chair  
NYS Learning Standards for the Arts

### Welcome to the World of Visual Arts Portfolios

The NYSATA Portfolio Project is a Visual Arts learning assessment tool originally developed in 1997 by the New York State Art Teachers Association (NYSATA) in collaboration with the New York State Education Department (NYSED). The program has been recently revised to align with the current New York State Learning Standards for the Arts and support the Individual Arts Assessment Pathway (IAAP). The program reflects contemporary priorities in art education curriculum, instruction, and assessment. The Standards for the Visual Arts are central to the design, featuring components in creating, presenting, responding, and connecting.

The Portfolio Project provides opportunities for students at elementary, intermediate, and secondary levels (HSI, HSII and HSIII) to participate in a meaningful review of a selected range of work done both in the art classroom and independently. Components include completed artworks as well as research, evidence of connections to other academic areas, written reflections, and other artifacts accumulated over time.

Through the Portfolio Project, NYSATA provides professional development opportunities for teachers in the Visual Arts to develop skills with standards-based assessment. Participating teachers hone their teaching and assessment skills and develop a shared language as they provide instruction and feedback to students locally and around the state and, in turn, transfer new understandings, habits, and skills to their own classroom practice.

Portfolios have historically served as an integral component of instruction and evaluation in the Visual Arts and continue to play a vibrant function today as an assessment tool, locally and nationwide. We know that student portfolios provide rich evidence that can promote clarity and understanding of student learning in the Visual Arts for the student, parent, teacher, school, and community. The Portfolio Project exemplifies NYSATA's commitment to support student achievement in the Visual Arts, and to honor the work done by young artists.

# WHY PORTFOLIO ASSESSMENT?



## PORTFOLIO PROJECT 2.0

encourages a student-driven experience

documents personal artistic journey

showcases in-depth understanding through artifacts documenting the learning experience

fosters inclusivity, empowers artistic voice through student choice

enables authentic conversation through connecting and responding

connects head, heart, and hands to curriculum

builds critical thinking skills needed for college and career

**1** Portfolio assessment gives students a vehicle to demonstrate acquired skills and call attention to their learning. Portfolios both reveal and support the development of students' artistic thinking.

**2** Portfolios empower students to develop commitment and make choices regarding their own work during the creation and selection processes. The portfolio provides evidence of growth; it documents the sequential and cumulative nature of learning in the Visual Arts.

**3** Assessment is central to learning—inseparable from curriculum. Portfolio assessment is not just an event for the last week of the school year. An ongoing practice of collecting artifacts that make thinking

visible fosters visual and verbal expression, a growth mindset, and habits that play a critical role in the classroom, studio, and life.

**4** Students are central to the process of portfolio assessment. As students share thoughts about their own work through selection of artifacts, writing, and speaking, the portfolio becomes a richer document than a simple collection of final products. The processes of reflection and self-assessment support rigorous higher order thinking skills.

**5** Professional development in each of NYSATA's ten regions foster scoring reliability. Scoring rubrics and exemplars are made available to teachers as they work to incorporate portfolios as part of student and program assessments.



## ELEMENTARY

### Grades 4-6

#### Component 1

Personal Identity with process artifact(s)

+

#### Component 2

Social/Political/Cultural/  
Historical Connection with  
process artifact(s) and Artistic  
Response

+

#### Component 3

Student Choice with process  
artifact(s)

+

Portfolio Presentation

## INTERMEDIATE

### Grades 6-8

#### Component 1

Personal Identity with process  
artifact(s)

+

#### Component 2

Social/Political/Cultural/  
Historical Connection with  
process artifact(s)

+

#### Component 3

Artistic Response

+

#### Component 4

Student Choice with process  
artifact(s)

+

Portfolio Presentation

## PORTFOLIO PROJECT 2.0 COMPONENTS AT A GLANCE

- Student choice within the framework of each component fosters diverse, inclusive, and global approaches.
- Some components may overlap or share artifacts.
- Individual Arts Assessment Pathway (IAAP) Level/Model coming soon!

## HSI PROFICIENT

### Grade 9-10 Introductory Level

#### Component 1

Personal Identity with  
process artifact(s)

+

#### Component 2

Social/Political/Cultural/  
Historical Connection with  
process artifact(s)

+

#### Component 3

Artistic Response

+

#### Component 4

Student Choice with process  
artifact(s)

+

Portfolio Presentation

## HSII ACCOMPLISHED

### Grades 10-12 or Elective Level

#### Component 1

Personal Identity with  
process artifact(s)

+

#### Component 2

Social/Political/Cultural/  
Historical Connection with  
process artifact(s)

+

#### Component 3

Artistic Response

+

#### Component 4

Student Choice 1 with  
process artifact(s)

+

#### Component 5

Student Choice 2 with  
process artifact(s)

+

Portfolio Presentation

## HSIII ADVANCED

### Grades 11-12 Major/AP/IB/Level

#### Component 1

Personal Identity with  
process artifact(s)

+

#### Component 2

Social/Political/Cultural/  
Historical Connection with  
process artifact(s)

+

#### Component 3

Artistic Response

+

#### Component 4

Investigative/Inquiry Series  
with process artifact(s)

+

Portfolio Presentation

# PORTFOLIO PROJECT 2.0 FAQ

## WHO can participate?

All students of NYSATA Members or NYSATA District Members are eligible. The number of participating students per teacher may be limited depending on the capacity of the Regional adjudication site(s).

## WHO adjudicates?

Visual Art educators who have participated in qualifying professional development are the adjudicators. Each NYSATA Region holds adjudication training sessions at various times during the year. Once trained, adjudicators may continue to serve at regional adjudications. Portfolio Project Adjudicators may be able to obtain CTLE credit for taking the adjudication training (check with your school district).

## WHAT do teachers do to prepare?

Teachers should familiarize themselves with Portfolio Project requirements at their teaching level and may wish to review the curriculum and their classroom practices through the lens of the Portfolio Project to ensure sufficient student choice and process documentation to generate appropriate artifacts. Most of the required elements of the portfolio come from the work you are already doing in your classrooms.

### Teachers also

- ✓ Select students to participate.
- ✓ Guide students in completing components and assembling their portfolios.

- ✓ Communicate with parents (date and time).
- ✓ Register students online, collect fees. There is a registration fee per student. Many school districts cover the fee; otherwise, most parents gladly pay for their students to participate.
- ✓ Act as liaison between students and regional coordinator.

## WHAT do students do to participate?

- ✓ Create, select, and curate pieces that fit the submission component requirements.
- ✓ Gather and document artifacts.
- ✓ Assemble the portfolio.
- ✓ Complete registration materials and submit fees to teacher.
- ✓ Attend the adjudication and present the portfolio.

## HOW should teachers begin the process?

Teachers should familiarize students with details early in the Fall so that the portfolio compilation is carried out over the course of the school year. Register as soon as you know which students will participate and the Region's offering has been posted.

## WHERE can more information be found?

Complete information can be found on the NYSATA Website at [www.nysata.org/portfolio-project](http://www.nysata.org/portfolio-project). The web page lists

- ✓ Regional Adjudication site locations
- ✓ Adjudication dates and times

- ✓ Contact information for Regional Portfolio Project Coordinators

The web page contains documents with detailed requirements for each level. These can be downloaded for students. Regional coordinators can answer questions related to the adjudication process and have examples of rubrics that will be used for the judging. For additional information, contact your NYSATA Regional Portfolio Project Coordinator, or the NYSATA State Portfolio Project Chair via email at [portfolio@nysata.org](mailto:portfolio@nysata.org).

## WHY should art students participate?

Authentic assessment feeds the creative process. Students learn to make thinking visible and gain confidence in having articulate conversations with adults about their learning and work. Students develop self-assurance in their decision-making capabilities.

## WHY should art educators participate?

Participating in the Portfolio Project means you are committed to providing your students with the tools and processes necessary to be reflective learners. In this era of high-stakes standardized testing, the Portfolio Project provides students, teachers, parents and administrators with an authentic assessment that is student driven, informative, engaging, and meaningful at various levels in the student's artistic journey.