

nysata PORTFOLIO PROJECT



An Official Program of the New York State Art Teachers Association



“Worthwhile assessment operates as both a formative and summative measure, providing transparency about what has been learned, and direction for future learning needed.”

Jennifer Childress, Associate Professor of Art Education
The College of Saint Rose, Albany, NY

Welcome to the World of Visual Arts Portfolios— the NYSATA Portfolio Project

The Portfolio Project is an art assessment tool originally developed in 1997 by the New York State Art Teachers Association (NYSATA) in collaboration with the New York State Education Department. The program has been recently revised to reflect current priorities in art education curriculum, instruction, and assessment. For example, while the NYS Learning Standards for the Visual Arts were central to the original design, some components have been updated to reflect the National Standards for the Arts, and the incorporation of the importance of career readiness and twenty-first century skills.

The Portfolio Project provides opportunities for students at elementary, middle, and secondary levels (commencement, elective and major-sequence) to participate in a meaningful review of a select range of work done both in the art classroom, and independently. These guided selections include artworks, research, evidence of connections to other academic areas, and written reflections accumulated over time.

The Portfolio Project exemplifies NYSATA's commitment to raise student achievement in the Visual Arts, and to honor the work done by young artists. 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 nation-wide. 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.

Through the Portfolio Project, NYSATA provides professional development opportunities for teachers in the Visual Arts to develop skills with standards-based assessment of student artwork. Participating teachers hone their assessment skills and develop a shared language as they provide meaningful feedback to students locally and across the state.

CELEBRATE STUDENT ACHIEVEMENT!

What students have to say about the Portfolio Project:

“It was really fun and helpful because she (the adjudicator) pointed out what I was really strong at and what I needed to work on.”
Student Grade 6

“The portfolio project is something I probably want to do again and I feel great I got an opportunity like this!”
Student Grade 8

Five Important Beliefs About Portfolio Assessment . . .

- Portfolio assessment gives students a vehicle to demonstrate acquired skills and model what they have learned. When reviewed carefully and consistently, portfolios reveal student development and growth.
- Portfolios empower students to develop commitment and to make informed choices regarding their own work during both the creation and selection processes. As the portfolio provides evidence of student growth, it documents the sequential and cumulative nature of learning in the visual arts.
- Assessment is central to the process of learning and is, therefore, inseparable from curriculum. Portfolio assessment is not an event for the last week of the school year. The ongoing use of portfolio implies an atmosphere, a language, and a set of activities that play an important role in the life of the classroom or studio.
- Students are central to the process of portfolio assessment. As students share thoughts about their own work through writing and speaking, the portfolio becomes a richer document than a simple collection of final products. The processes of reflection and self-assessment can support rigorous higher order thinking skills.
- Professional development opportunities in each of NYSATA's ten regions encourage scoring reliability. Scoring rubrics and exemplars are made available to districts and teachers as they work to incorporate portfolios as part of student and program assessments.

For More Information . . .

We hope that you will encourage art educators in your district to explore the value of incorporating this high quality assessment option into their practice.

More detailed information about the NYSATA Portfolio Project can be found at:
www.nysata.org/page/portfoliopproject

The Portfolio Project Requirements at a glance . . .

ELEMENTARY LEVEL PORTFOLIO

Grades 4-6

Artist's Statement

- Selection 1 Self-Portrait
- Selection 2a Resource-Based Artwork
- Selection 2b Resource-Based Artwork
Reflection Written Statement
- Selection 3 Student Choice Artwork
- Selection 4 Student Choice Artwork
- Selection 5 Student Choice Artwork
- Component 6 Student Portfolio Presentation

INTERMEDIATE/MIDDLE LEVEL PORTFOLIO

Gr. 7-8 or local configuration

Artist's Statement

- Selection 1 Self-Portrait
- Selection 2a Resource-Based Artwork
- Selection 2b Resource-Based Artwork
Reflection Written Statement
- Selection 3 Art from Observation
- Selection 4 Student Choice Artwork
- Selection 5 Student Choice Artwork
- Component 6 Student Portfolio Presentation

COMMENCEMENT LEVEL PORTFOLIO

High School - Gr. 9 or intro level students

Artist's Statement

- Selection 1 Self-Portrait
- Selection 2a Resource-Based Artwork
- Selection 2b Resource-Based Artwork
Reflection Written Statement
- Selection 3 Art from Observation
- Selection 4 Process Piece
- Selection 5 Student Choice Artwork
- Selection 6 Student Choice Artwork
- Component 7 Student Portfolio Presentation

ELECTIVE LEVEL PORTFOLIO

Grades 10-12 in elective courses

Artist's Statement

- Selection 1 Self-Portrait
- Selection 2a Resource-Based Artwork
- Selection 2b Resource-Based Artwork
Reflection Written Statement
- Selection 3 Art from Observation
- Selection 4 Process Piece
- Selection 5 Exploratory Artwork
- Selection 6 Exploratory Artwork
- Selection 7 Exploratory Artwork
- Component 8 Student Portfolio Presentation

MAJOR SEQUENCE LEVEL PORTFOLIO

High School Art Majors Gr. 11-12

Artist's Statement

- Selection 1 Self-Portrait
- Selection 2a Resource-Based Artwork
- Selection 2b Resource-Based Artwork
Reflection Written Statement
- Selection 3 Art from Observation
- Selection 4 Process Piece
- Selection 5 Focused Artwork
- Selection 6 Focused Artwork
- Selection 7 Focused Artwork
- Selection 8 Focused Artwork
- Component 9 Student Portfolio Presentation

FREQUENTLY ASKED QUESTIONS . . .

Who?

Who can participate?

Students of NYSATA Members or NYSATA District Members. The number of participating students may be limited by some NYSATA Regions to a specific number of students per teacher, so as not to overwhelm individual adjudication sites.

Who are the adjudicators?

Visual Art educators who have been trained by NYSATA are the adjudicators. Each NYSATA Region holds adjudication training sessions at various times during the year. Once trained, adjudicators may continue to participate in regional adjudications. Portfolio Project Adjudicators may be able to obtain In-Service credit for taking the adjudication training (check with your school district.)

What?

What do teachers have to do?

Teachers should familiarize themselves with Portfolio Project requirements at their particular level and structure their curriculum so that the required pieces will be created within a given school year. Most of the required elements of the portfolio come from the work you are already doing in your classrooms.

Teachers must also:

- ✓ Select students to participate.
- ✓ Assist students in completing written components.
- ✓ Assist students in assembling their portfolios.
- ✓ Communicate with parents (dates and times).
- ✓ Register students on line, collect fees. There is a \$15 registration fee per student. Most parents gladly pay for their students to participate.

What do students have to do?

- ✓ Create or choose artworks that fit the submission requirements.
- ✓ Complete all written components.
- ✓ Assemble their portfolio.
- ✓ Complete registration materials and submit fees to teacher.
- ✓ Attend the adjudication and present their portfolios.

When?

When should teachers begin the process?

Teachers should familiarize yourself and your students as soon as possible so that the portfolio compilation is carried out over the course of the school year. Begin the registration process as soon as you confirm which students will be participating.

Where?

Where can more information be found?

Complete information can be found on the NYSATA Website. The Website lists:

- Regional Adjudication site locations,
- Dates and times of the adjudication, and
- Contact information for Regional Portfolio Project Chairs.

The Website also has the complete documents for the requirements at each level. These can be downloaded for students. Exemplar portfolios are being added to the Website for teacher training purposes. For additional information, contact your NYSATA Region Portfolio Project Coordinator, or our State Coordinators: Jessica Bayer, jessbayer@verizon.net or Robert Wood, robert.wood@wappingersschools.org

Why?

Why should art educators participate in this program? It's good for their students!

Students benefit from going through this process in many, many ways. From learning how to put together a developmental portfolio, to having articulate conversations with adults about their work, students come away from this with more confidence and self-assurance. 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 and informative.