

# Arts Pathways Guidelines

## Teacher Information – Capstone Portfolios Q & A

### What are the Arts Capstone Assessments?

The Capstone Assessments for the Arts College and Career Ready (CCR) Pathways are in the form of portfolios and take the place of the KOSSA or Industry Certificates utilized in other pathways. These portfolios are designed to provide “real life” examples of student work, similar to the work examples that professional artists are expected to provide to potential employers.

### What Arts Pathways are available?

There are currently seven CCR Pathways in the arts.

1. Dance
2. Instrumental Music
3. Vocal Music
4. Theatre/Performing Acting
5. Theatre/Technical Strands
6. Theatre/Stage Management
7. Visual Arts

Each pathway has a specific Program of Studies (POS) defining content and processes that must be incorporated into the instructional program. Pathways consist of 4 sequential courses with associated elective options. All this information is provided in the POS for each pathway.

### What is the purpose of the Capstone Portfolio?

Capstone Portfolios serve as the culminating assessment for students to attain college and/or career readiness. The portfolios have specific criteria that must be included before they can be scored. These portfolios are currently being housed in the Continuous Instructional Improvement Technology System (CIITS) in the Student Workspaces area. Teachers initially provide login credentials enabling students to upload examples of their work into a digital portfolio.

### Who is eligible for portfolio scoring?

Students must be “preparatory” in order to be considered for portfolio scoring. Once students enroll in their junior year (or enroll for the third credit in the pathway sequence of courses) they are considered preparatory. The scoring process will take place in April. Seniors, or 4<sup>th</sup> credit students, are also eligible to submit portfolios to be scored during this scoring window. Students who do not achieve college and career readiness in their third course may apply to be scored again the following year.

### How will they be scored?

Student portfolios will be scored using the double blind method. Scorers will be given access to the student portfolios in CIITS during the scoring window. Two scorers will score each student portfolio independently. If there is too much variation between the two scores a third scorer will score the portfolio and the three scores will be averaged for a final score.

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## **What are the requirements of Capstone Portfolios for each pathway?**

Each Arts Pathway has specific requirements that must be included in the Capstone Portfolio before it will be eligible for scoring. Generally speaking, the requirements include a Letter of Assurance, signed by the teacher (or administrator), student and parent or guardian, a resume, and examples of student work including images, audio files, and video files where appropriate. This is uploaded into Student Workspaces in CIITS. Currently students will house videos in another location (e.g., the YouTube private area) and provide links in CIITS so that they can be viewed from inside the Capstone Portfolio. KDE is researching other possible options for videos. Detailed instructions for videos are provided below.

## **How do my students and I get access to Student Workspaces in CIITS?**

A quick reference card (QRC) is provided with instructions on how to grant student access to CIITS and Student Workspaces. Completing the steps listed in this QRC will result in specific student usernames and passwords that students can use to log in to CIITS.

## **When can students get started with uploading work into Student Workspaces?**

Student Workspaces is available to students at the beginning of the school year. All students will have access once teachers follow the steps on the Quick Reference Card and get student login credentials. Login credentials are given to students and they login to build their accounts in CIITS. The sooner they get started the more time they will have to get used to the online environment and upload their work. Teachers should make sure to keep a copy of the login credentials for future reference. Students may wish to upload many works or performances throughout their pathways courses and then edit their portfolios for the final submission.

## **How do we create the portfolios?**

There are two sources of information available on how to create portfolios in Student Workspaces. One is the Student Workspaces in Schoolnet Training Guide available electronically to all teachers and students. The second source of information are the step by step instructions provided for each pathway which include naming conventions.

## **What is the timeline for Completing Capstone Portfolios?**

All student work must be uploaded into Student Workspaces by April 1<sup>st</sup>. Students may start uploading work into Student Workspaces as soon as teachers provide them with access to CIITS. Students may wish to begin uploading work in their first pathway course and then edit prior to submission.

## **How do we link video files with the Capstone Portfolio?**

Student Workspaces will not house video files larger than 6 megabytes. This is equal to a video file of just less than one minute. Therefore students need to house the video files in another location such as the private area of YouTube, then copy and paste that link for the video in a file that can be uploaded into Student Workspaces. It is imperative that the student and teacher ensure that the link is correct and active prior to submission. Broken or wrong links could cause the student's portfolio to be rejected or not assessed.

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## Video instructions:

Students using video files should follow these instructions:

1. Edit the video to meet the time specifications outlined in the portfolio requirements (music example; minimum of 2 minutes up to 3 minutes, scorers will only watch 2 minutes of the video).
2. House the video in YouTube in the private section. If you can't edit the video, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it matching the name of the Work Item that you will upload into. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in this document just after the video description. Once you complete adding information into the MS Word file save it as a PDF file. (PDF files open quickly in Student Workspaces whereas MS Word files open slowly.)
4. Click Upload within the appropriate Work Item to browse and upload your PDF File with the related video link. For non-edited videos, include timing information in this file so that the scorer knows where to start and stop watching within the recording. If the timing information is not provided then the scorer may not have the opportunity to view the best work of the student. Upload the related judges (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save.
6. Click on your video link to make sure it works.