TEAM Portfolio Resource Guide
Fine Arts
2019-20
This document provides fine arts educators with content specific resources for implementing the student growth portfolio model in 2019-20. It should be used in conjunction with the 2019-20 TEAM Portfolio Guidebook for Administrators and Teachers, which can be found on the TEAM website [here](#).

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Introduction
The fine arts portfolio and this guidance document reflect the new fine arts standards adopted in 2016. Fine arts educators are encouraged to collaborate with colleagues and fine arts instructional leaders to deepen their understanding of the standards. The latest fine arts standards information can be found on the department website.

Additional information about fine arts in Tennessee schools and the State of the Arts initiative can be found here.

Fine Arts Portfolio Alignment to Standards

Domains
All fine arts disciplines share four overarching domains. The Tennessee student growth portfolio model included the use of the *Perform, Create, Respond, and Connect* domains in 2011. The 2016 Standards for Arts Education continue to group all of the revised standards in similar domains. Keep in mind that the order of the domains will depend on each specific content area. The four domains included in the 2019-20 fine arts portfolio include:

**P–Perform (Music, Dance, Theatre); Present (Visual Arts); Produce (Media Arts)**

**Cr–Create**

**R–Respond**

**Cn–Connect**

Foundations
Each domain has two or three *foundations* shared among all fine arts disciplines, totaling eleven overarching statements of requisite behaviors for artistic growth, process, and literacy. It is important to remember that not all foundations (or domains) are weighted equally. The weighting changes depending on the grade and course expectations for the specific fine arts disciplines (see *Major Work of the Grade* in the fine arts standards).

**P – Perform (Music, Dance, Theatre); Present (Visual Arts); Produce (Media Arts)**

1. Select, analyze, and interpret artistic work for performance/presentation/production.
2. Develop and refine artistic techniques and work for performance/presentation/production.
3. Convey and express meaning through the performance/presentation/production of artistic work.

**Cr – Create**

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

R – Respond
1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

Cn – Connect
1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context.

Structure of the Fine Arts Portfolio

Number of Collections
The fine arts portfolio contains four evidence collections. As best practice, it is highly recommended that portfolios represent at least two of the four domains (i.e., perform/present/produce, create, respond, and connect). Each collection can only be scored for one of the domains.

Each evidence collection must contain evidence (samples of student work) from two points in time. The Point A sample represents a pre-assessment skill/performance task while the Point B sample represents the post-assessment skill/performance task.

Types of Samples
Differentiated Sample
A fine arts differentiated sample collection demonstrates growth for multiple learning levels (i.e., emerging, proficient, and advanced). To achieve this, it is recommended that at least two of the four collections contain evidence of growth for three levels of learners. Teachers will identify students representing three various learning levels (emerging, proficient, and advanced) and document how those students have grown in the same skills/performance tasks. Some teachers find this to be the simplest way to document all collections.

Group Sample
A fine arts group sample collection is a sampling option available to music, theatre, and dance teachers and represents growth from ensembles or groups of students without specific regard to individual learning levels. When considering purposeful sampling, it is important to show how all students have grown, not just the high or low achievers. Group sampling is not available for visual arts or media arts.
Purposeful Sampling in Fine Arts

Teachers choose a purposeful sampling of students to represent their class. Sampling should reflect the teaching load and demonstrate evidence of the teacher’s impact on the learning of children from varying populations.

The following chart shows an example of how purposeful sampling can be approached with specific examples for a music teacher who teaches elementary/general music K–5.

<table>
<thead>
<tr>
<th>Purposeful Sampling Requirements</th>
<th>Evidence Collection 1</th>
<th>Evidence Collection 2</th>
<th>Evidence Collection 3</th>
<th>Evidence Collection 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from varying populations (recommended: at least two collections containing differentiated samples)</td>
<td>Large ensemble (group sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)</td>
<td>Full class (group sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)</td>
</tr>
<tr>
<td>Domain (recommended: at least two of the four domains represented)</td>
<td>Perform</td>
<td>Create</td>
<td>Perform</td>
<td>Respond</td>
</tr>
<tr>
<td>Grade level/course</td>
<td>Fifth grade recorder ensemble</td>
<td>Second grade</td>
<td>Kindergarten</td>
<td>Fourth grade</td>
</tr>
<tr>
<td>Time span between Point A and Point B</td>
<td>Span of two weeks (or 6 instructional sessions as this class meets 3 times per week)</td>
<td>Span of six weeks (or six instructional sessions)</td>
<td>Beginning of the first semester until February</td>
<td>Span of three months (or 11 instructional sessions)</td>
</tr>
</tbody>
</table>

The following chart shows an example of how purposeful sampling can be approached with specific examples for a visual arts teacher who teaches 6–8.
<table>
<thead>
<tr>
<th>Purposeful Sampling Requirements</th>
<th>Evidence Collection 1</th>
<th>Evidence Collection 2</th>
<th>Evidence Collection 3</th>
<th>Evidence Collection 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from varying populations (recommended: at least two collections containing differentiated samples)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels (differentiated sample)</td>
</tr>
<tr>
<td>Domain (recommended: at least two of the four domains represented)</td>
<td>Present</td>
<td>Create</td>
<td>Create</td>
<td>Respond</td>
</tr>
<tr>
<td>Grade level/course</td>
<td>Sixth grade rotation</td>
<td>Seventh grade yearlong</td>
<td>Eighth grade yearlong</td>
<td>Eighth grade rotation</td>
</tr>
<tr>
<td>Time span between Point A and Point B</td>
<td>Span of two weeks (or 10 instructional sessions as this class meets daily)</td>
<td>Span of 10 weeks</td>
<td>Beginning of the first semester until February</td>
<td>Span of six weeks (or 30 instructional sessions)</td>
</tr>
</tbody>
</table>

**District Flexibility for Domain Selection and Sample Type**

It is highly recommended that portfolios represent at least **two of the four domains**. Additionally, it is recommended that at least two of the four collections contain evidence of growth for three levels of learners (differentiated samples).

**Note:** Individual districts may have additional guidelines or set expectations for the number of domains represented or types of samples (differentiated vs. grouped) in a fine arts teacher's portfolio. Teachers should reach out to the district portfolio lead for additional guidance.
Fine Arts Portfolio Scoring
The scoring rubrics are available for download from the TEAM website. Fine arts discipline-specific scoring rubrics are available for the following content strands:

- Dance K–12
- Media Arts K–12
- Instrumental Music 6–12
- General Music K–12
- Vocal Music 6–12
- Music Theory (High School)
- Theatre K–12
- Visual Arts K–12

The scoring guides are aligned with the new fine arts standards and contain separate tabs for each domain. Standards are vertically aligned and grouped by foundation.

Indicators
The indicators in the scoring rubrics are meant to serve as a guide, rather than a formula, for rating evidence. It is not necessary or expected that each evidence collection meet all indicators within each performance level. Always consult the scoring rubrics for clarity on which domain lessons are targeting to avoid submitting evidence that is self-scored using an incorrect domain.

The following indicator definitions may be helpful in scoring student work using the measurement criteria:

- **Level 1: Insufficiently (or Below Expectations)** – Student/Group is unable to demonstrate expectations of the standard at grade-development level.
- **Level 2: Inconsistently** – Student/Group demonstrates part - but not all - of the expectations of the standard at grade-development level.
- **Level 3: Sufficiently (or At Expectations)** – Student/Group demonstrates expectations of the standard at grade-development level.
- **Level 4: Exceptionally** – Student/Group meets or exceeds expectations of the standard at grade-development level with few inconsistencies and/or errors.
- **Level 5: Masterfully (or Above Expectations)** – Student/Group exceeds expectations of the standard at grade-development level with no inconsistencies or errors.

Rubric Indicators for Levels 6 and 7
For work samples from students starting at or above grade-level expectations, the following indicator levels may be used to demonstrate growth:

- **Level 6**: Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
Level 7: Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Fine Arts Portfolio Planning Template and Other Resources
A fine arts portfolio planning template is available for teachers to use when planning and implementing the collection of student work samples. The planning template, content-specific scoring guides, and additional resources are available for download from the TEAM fine arts webpage.

Contact Information
With additional content-specific questions about TEAM student growth portfolios, please reach out to Portfolio.Questions@tn.gov. With additional technical questions about the TEAM Portfolio platform, please utilize the chat feature within the platform.