Michigan Assessment Consortium
Improve learning.
Increase success.
www.michiganassessmentconsortium.org

Michigan Arts Education
Instruction and Assessment
www.maeia-artsednetwork.org

Collaborative Scoring of Constructed-Response and Performance Assessments by Local Educators

Presenters

Edward Roeber, Michigan Assessment Consortium
Heather Vaughan-Southard, Michigan Assessment Consortium
Sharon Oberleitner, Behavior Imaging Solutions

Discussant

Stuart Kahl, Measured Progress

National Conference on Student Assessment
June 27-29, 2018
San Diego, California

Abstract

Major impediments to district use of performance or constructed-response assessments are lack of trust in teacher self-scored assessments (due to lack of scorer training) and the cost of central scoring. Yet, teacher scoring of student work is among the most powerful professional learning teachers can engage in. How can better local scoring be provided in a cost-effective manner?

The Michigan Assessment Consortium (MAC) addressed these challenges in its Collaborative Scoring System, part of a statewide project addressing assessment in the arts (Michigan Arts Education Instruction and Assessment-MAEIA). While the project focuses on the arts, its implications transcend all curriculum areas.

A state could provide model assessments and rubrics for local educator use. This would provide quality assessments at relatively low cost. Barriers to the use of assessments with written, audio, or video responses can be substantially lowered, thus making such assessments a feasible part of a state or district balanced approach to assessment.

Presentation Summary

A major impediment to using performance assessments, or constructed-response assessments by local educators, is the perception that the results from teacher self-scored assessments might not be trustworthy (due to scoring by the students' own teacher). Central scoring of the work, on the other hand, while providing a more technically sound scoring approach, is far more costly and logistically challenging for assessments used locally. Yet, teacher scoring of student work can be among the most powerful professional learning that teachers can engage in. How can better local scoring be provided in a cost-effective manner?

The Michigan Assessment Consortium (MAC) addressed these challenges in its Collaborative Scoring System (CSS) initiative within a statewide project to address assessment in the arts – the

Michigan Arts Education Instruction and Assessment (MAEIA). While the CSS is for the arts, its implications transcend all curriculum areas. What would such an approach permit in areas such as science, where new national standards call for all students to engage actively in their learning?

In the future, a state might use such a CSS to provide model assessments (with model scoring rubrics) for local educators to use within their instruction, thus improving the quality of assessments and assessment information at relatively low cost. If teachers can engage in this collaborative work successfully, then barriers to the use of item types where students' responses can be captured in writing, audio, or video can be substantially lowered, thus making such assessments a feasible part of a state or district balanced approach to assessment.

The goal of the Collaborative Scoring System project is to provide independent scoring of student written work and performances by Michigan's teachers at lower cost than that of central scoring. An online electronic system (AssessmentView from Behavior Imaging Solutions) was used to permit teachers to upload student assessment information into AssessmentView. Teachers are able to submit the work of their students in a variety of formats such as written work, video clips, and/or audio clips.

Once uploaded, teachers scored their own students, using the teacher scoring rubrics provided in the MAEIA assessments. Then, other participating teachers were sent the teacher-scored student work for their independent, anonymous first and second scoring. When resolution scoring was necessary, it was provided by a team leader who facilitated the work of elementary or secondary music or visual arts teams. The goal is to match teachers in the same discipline and school level with other teachers of the same discipline and level. This permits teachers' student work to be independently scored (anonymously) by other teachers in the same discipline. All of this scoring took place "at home," at a time convenient to teachers.

This presentation focuses on the scoring processes used by participating teachers and presents results from the project (number of assessments used, numbers of students assessed, and—most importantly—the reactions of participating teachers). Presenters explore the implications for expanding this project, for tweaking project procedures, and for improving the software (and the processes of using it).

Resources for further exploration

AssessmentView from Behavior Imaging Solutions:
behaviorimaging.com/products/assessment-view

MAEIA K-12 Model Assessments:
https://maeia-artsednetwork.org/model-assessments