# The Power of Performance Assessment

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## Abstract

Preparing students to navigate 21st Century life and learning requires prioritizing learning goals that develop and deepen over time, require application rather than simple recall, serve the student in novel situations, require strategic thinking, result in independent demonstrations of competency and apply habits and dispositions that serve life-long learning.

When it comes to discerning what students know, can do, and understand at a given point in time, performance assessment and engaging in collaborative analysis of student performance is an educator’s best means to meet these necessary learning goals.

There are barriers to creating and using assessment systems (classroom, district and state) that integrate rich, authentic performance assessments into systemic practice. But there are also solutions and strategies to overcome these barriers. This workshop will parse apart the general characteristics of quality performance assessments, examine the nuances of developing and using performance assessments in five subject areas and model a solution to

one significant impediment to using performance assessments, which is single teacher self-scoring and trustworthy results. Collaborative teacher analysis and scoring of student work can be among the most powerful professional learning that teachers can engage in and yield valid and reliable results.

## Presentation Summary

This workshop examines the attributes of high-quality performance assessments, with general guidelines for development and a hands on experience scoring student work using a collaborative scoring system to demonstrate how a community of practice focused on assessment enhances teaching and learning and permits teachers to talk about assessment information they value (from assessments designed to assess DOK levels 3 and 4) in an educator evaluation plan.

The workshop engages participants with examples of high-quality performance assessments in the arts, science, social studies, mathematics and ELA. Participants obtain an insider’s view of how to create, score, and use the results of discipline-specific examples. Participants select two disciplines to experience more directly in the afternoon. The workshop outcomes include:

* Understand general characteristics of performance assessment and the benefits of performance assessment
* Obtain guidelines for developing and standardizing administration of performance assessments
* Develop familiarity with MI Arts Education Instruction and Assessment program (MAEIA) which includes a catalogue of performances assessments + tools and resources for continuous improvement.
* Experience collaborative scoring of performance assessments in order to increase teacher agreement about characteristics of quality work and to increase confidence in results
* Obtain recommended resources and perspectives from subject-matter leaders related to obtaining, developing, evaluating and using performance assessments in multiple subject areas.

## Resources for further exploration

Michigan Arts Education Instruction and Assessment (MAEIA) program <https://www.artseducation-network.org>

Michigan Collaborative Scoring System (MI-CSS) information page <https://www.michiganassessmentconsortium.org/mi-css/>

MAC Learning Point: [*What is collaborative scoring? Why can it be so valuable?*](file:///C%3A%5CUsers%5Ckathrynwhite%5CDownloads%5C2020_JAN-LP_WHAT_IS_COLLABORATIVE_SCORING3%20%282%29.pdf)

MAC Learning Point: [*Performance Assessment – What is it and why is it useful?*](file:///C%3A%5CUsers%5Ckathrynwhite%5CDownloads%5COct2017_ALN-LearningPoint_Performance-Assessments%20%282%29.pdf)
Search all MAC Learning Points at this address: <https://www.michiganassessmentconsortium.org/aln/aln-learning-points/>