# Assessment Communities of Practice: MAEIA Project leads the Way

## Presenters

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## Abstract

The nationally recognized Michigan Arts Education Instruction and Assessment (MAEIA) project has been designed to offer a full suite of resources and tools necessary to develop program quality, and support teacher quality, resulting in increased access and achievement in the arts for students. Using a catalogue of curriculum-embedded performance assessments arts teachers are now forming communities of practice to collaboratively score student work. Growth information from authentic, complex assessments that engage students in the creative process is defensibly reflected in educator evaluation plans.

## Presentation Summary

Historically, the Michigan Assessment Instruction and Assessment project (MAEIA) has engaged arts educators and administrators in innovative and effective professional learning by nurturing a sense of community. By assembling educators into disciplinary groups ranging from geographical spread to district-specific teams, the MAEIA project continues to garner a reputation for providing educators with exemplary professional learning opportunities through the use of the MAEIA resources in a collaborative scoring system and demonstrating educator effectiveness processes.

A major impediment to using performance assessments or constructed-response assessments by local educators is that the results from teacher self-scored assessments might not be trustworthy, for several reasons. Reasons include scoring of student work only by students’ teachers and lack of scorer training. Collecting student work and central scoring of it, on the other hand, while resulting in more technically sound scores, 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 scoring locally be provided in a cost-effective manner?

The Michigan Assessment Consortium (MAC) addressed these challenges in its Michigan Collaborative Scoring System (MI-CSS), powered by OSCAR Classroom software, developed by MZ Development. MI-CSS supports Michigan’s statewide assessment in the arts—the Michigan Arts Education Instruction and Assessment (MAEIA) program. MAEIA offers a catalogue of 360 model assessments for dance, music, theatre, and visual arts in four grade bands (K-2, 3-5, 6-8, and high school).

The goal of MI-CSS is to provide independent teacher scoring of student written work and performances at a lower cost than central scoring. The online system permits teachers to upload student assessment information into MI-CSS*.* Teachers are able to submit their students’ work in a variety of formats such as written work, video clips, and/or audio clips.

Once uploaded, teachers score their own students, using the teacher scoring rubrics provided in the MAEIA assessments (and embedded in the software). Then, other participating teachers are sent the teacher-scored student work for their independent, anonymous second scoring. Resolution scoring is provided by a team lead who facilitated the work of an elementary or secondary arts team. Scorers are able to pass anonymous notes to one another about the work to be scored or the scores applied. The goal is to match teachers who share the same discipline and school level. This permits a teacher’s student work to be independently scored by other teachers in the same discipline. All scoring takes place “at home,” when teachers are able to find the time to carry out project activities.

For the arts educator, this process speaks to the following questions and more:

* How do I know what is good quality in my discipline?
* Do other educators see quality the same way I do?
* What biases do I hold when scoring the work of my own students?
* How can I gain more objectivity within the scoring process?
* How do I build reliable data into my educator effectiveness portfolio?
* Where do I find like-minded educators who are interested in improving their assessment practice?

MI-CSS also poses the potential for authentically assessing experiential learning in non-arts disciplines. For example, what would MI-CSS permit in areas such as science, where new national standards call for all students to actively engage in investigations of phenomena in their learning? Students would be able to submit written as well as audio or video evidence from their investigations as well as concluding papers or presentations prepared to describe their findings.

## Resources for further exploration

Presentation Materials: <https://www.michiganassessmentconsortium.org/event/2019-ncsa-collaborative-scoring-of-constructed-response-and-performance-assessments-by-local-educators/>

MI-CSS: [michiganassessmentconsortium.org/mi-css](https://www.michiganassessmentconsortium.org/mi-css/)

Michigan Assessment Consortium: [michiganassessmentconsortium.org](http://www.michiganassessmentconsortium.org)

Michigan Arts Education Instruction and Assessment Program: <https://maeia-artsednetwork.org/>

Oscar Classroom: [mzdevinc.com/news/michigan-performance-assessment-success-with-oscar-classroom](https://mzdevinc.com/news/michigan-performance-assessment-success-with-oscar-classroom/)