Michigan Arts Education Instruction and Assessment

Michigan - Collaborative Scoring System (MI-CSS)

Introductions

Presenters

- Edward Roeber

  Assessment Director, Michigan Assessment Consortium

- Heather Vaughan-Southard

  Professional Learning Director, Michigan Arts Education Instruction & Assessment Program

- Jeffrey Cuff

  Chief Operating Officer, MZ Development

Discussant

- Stuart Kahl

  Senior Technical Consultant, Kahl Balanced Assessment Practices, LLC

Overview of the Presentation

- Introduction to MAEIA
- Reasons for Developing the Software
- Overview of MI-CSS Pilot
- Plans for 2019-20 and Beyond
  - Creating and Supporting Communities of Practice
- Overview of the MI-CSS Software
  - Registering in the MI-CSS system
  - Uploading student work into the system
  - Teacher scoring of their students' work
  - Scoring student work of other teachers
  - Reporting of student assessment scores to teachers

MAEIA: Advancing Creativity in Education

- Improve the quality of your arts education program
- Monitor and improve student learning in the arts
- Support professional practice and improve teacher effectiveness
- Advance arts as a core element of public education

Michigan Assessment Consortium
Improve learning. Increase success.

MICHIGAN Department of Education

michigan council for arts & cultural affairs

DATA RECOGNITION DRC CORPORATION

MAEIA Resources

Program Improvement

- Blueprint of a Quality Arts Education Program
- Research and Recommendations
- Arts Education Program Review Tool

Promote Student Learning

- Michigan Arts Education Assessment Specifications
- 360 Model Performance Arts Assessments in Dance, Music, Theatre, Visual Arts (K-2, 3-5, 6-8, and High School)

D.E201 Dance Me a Story

TEACHER SCORING RUBRIC

DIMENSION	1	2	3	4
Sequence and Movement Choices	No clear sequence of events. Movements and shapes do not support the storyline. N/A at this time.	Two parts of the sequence are not clear. Few movements and shape choices support the storyline. N/A at this time.	One part of the sequence is not quite clear. Most movement and shape choices support the storyline. N/A at this time.	The sequence has a clear beginning, middle, and end. All movement and shape choices clearly and consistently support the storyline. N/A at this time.
Movement Variations and Transitions	Movements are overly repetitive. There are no transitions. N/A at this time.	Movements vary a little but rely heavily on one type. Transitions are present but not smooth. N/A at this time.	Movements are partially varied between stationary, axial, and locomotor. Transitions are mostly present and smooth. N/A at this time.	Movements are varied between stationary, axial, and locomotor. All transitions between movements flow smoothly. N/A at this time.
Elements of Dance	No levels, tempos, and energy qualities support the storyline. N/A at this time.	Few of the levels, tempos, and energy qualities support the storyline. N/A at this time.	Most of the levels, tempos, and energy qualities support the storyline. N/A at this time.	All of the levels, tempos, and energy qualities clearly and consistently support the storyline. N/A at this time.

Michigan–Collaborative Scoring System (MI-CSS)

Rationale for developing a teacher-led collaborative scoring system

Why Develop MI-CSS?

- Results from teacher scoring of their own students may not be considered trustworthy sources of information for educators to use in demonstrating their effectiveness in educator evaluation systems (no independent verification)
- Yet, teacher scoring of student work is some of the strongest professional learning educators participate in
- Central scoring (via an independent vendor) produces much more trustworthy scores, but is very expensive
- Resources are available for assessment at federally-mandated grade levels, content areas, and grade levels

Why Develop MI-CSS?

- Assessment resources for non-required content areas (i.e., the arts) and grade levels (i.e., off-grades in science) are often quite limited
- Assessments such as MAEIA would be incredibly expensive to centrally score
- The goal of this project is to provide independent scoring of student work by Michigan's teachers at lower cost than central scoring – which is both a process and a technical issue

Overview of MI-CSS

Features of the MI-CSS software

Overview of the MI-CSS Software

- Public landing page, with a secure log-in (with an automated “forgot password” function)
- Modern website/app layout, allowing easy navigation and scoring via clickable icons and links
- Easy to add/delete class list and individual students
- Easy to upload of student work (including Google Drive plug-in)
- All 360 MAEIA assessments, including titles, brief descriptions, rubrics with dimensions and exemplars of student work are loaded into the system

Overview of the MI-CSS Software

- When registering, users provide content and grade level(s) to help sort initial assessment & scoring options
- Teachers may use any assessment at any grade
- Student responses may be recorded in different ways
  - Audio (.wav, .mp3)
  - Video files (.wmv, .avi, .mov, .mp4)
  - Scanned work (.pdf)
- Each teacher scores his/her students, and serves as a second-scorer for teachers in their group
- Resolution scorers are used to resolve any scoring differences between 1st and 2nd scorers

Overview of the MI-CSS Software

- Scoring occurs on screen on actual rubrics
- Links to Teacher Booklets are provided on each scoring page
- Several types of notes can be anonymously communicated
  - Assessment administration notes - how the assessment was modified or which student to score
  - Comments between scorers
  - Feedback from scorers to students
- Teachers select & administer MAEIA assessments of their choice, mindful of pace/instructional design of their classes
- Teachers first score their own students

Overview of the MI-CSS Software

- Once teacher scores student work, second scorers are notified about the availability of the student work
- Second-scorers can choose selecting assessments they prefer to score: some students from several teachers, or several students from one teacher
- Second-scoring recommendations presorted by scorer discipline and grade level
- Scorers can also “pin” favorite assessments for a quick reference notification of work to be scored on the Second Scoring Page

Overview of the MI-CSS Software

- MI-CSS software keeps track of agreement in scoring between first and second scorers, automatically escalating student work to Resolution Scoring as needed
- Only discrepant dimensions are resolved
- The teacher whose student work is being scored is able to track progress in second and resolution scoring, and the notes between scorers
- Once scoring of students is complete, teacher may request reports of the assessment results:
  - Individual student reports
  - Classroom or school summary reports
  - Scoring accuracy report for the teacher

MI-CSS Software Field Test

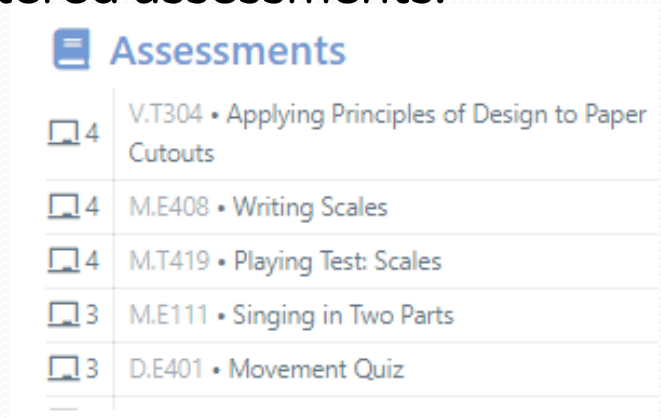
What was the extent of use of the software in the pilot?
What were user experiences with the MI-CSS software?

MI-CSS Field Test Participation

Total teachers, Classes, schools & districts represented:

21 Teachers	60 Classes
34 Schools	28 Districts

Most frequently administered assessments:



Total number of students in the 2019 MI-CSS Field Test: 1045

MI-CSS Pilot Participation

	Dance	Music	Theatre	Visual Arts
Number of Teachers (+2 additional Leads)	5	12	0	11
Number of Assessments	187	368	0	368
Number of Students First Scored	185	326	0	267
Number of Students Second Scored	112	320	0	267
Number of Students Resolved	88	221	0	211

Additional Feedback

- Improvements to the "Assigning Work" UI. Allowing for split scrolling, so users will be able to scroll students and scroll the work panel independently.
- Email notification options for "comments"
- Modify individual scoring considerations so that it is separate from the assessment scoring considerations. (Two Boxes)
- Ability to "Batch" print student reports for a specific assessment.
- One Roster Integration
- Ability for students to directly upload their own work (QR Codes and Email)
- Define Assessment windows (limiting the time window for students to upload work)
- Ability for a teacher to edit a score, as long as no other score (2nd score) has been submitted

MI-CSS in 2019-20 & Beyond

Overview of ideas for the promotion and use of MAEIA assessments and the MI-CSS software

Future Use of the MI-CSS Software

- Several factors affect use of the MI-CSS software:
  - MI-CSS is designed to help teachers use the MAEIA assessments
  - MI-CSS requires two or more teachers to enroll to use it
  - In order to promote the use of the MAEIA assessments and MI-CSS, communities of practice are needed
  - The key questions for the MAC are how to
    - Form and support communities of practice?
    - Encourage MI-CSS field test teachers to continue using the assessments and software?
    - Enroll new teachers and help them to learn to use the assessments and software?

Forming Communities of Practice

- Forming a collaborative community of practice is essential to continuing the use of the MAEIA assessments and MI-CSS software
- Communities of practice could be comprised of:
  - Educators in the same discipline, supported by statewide organizations or the MAC
  - Groups of educators in the same discipline who are used to working together
  - School districts or ISDs/RESAs
  - Regions of the state
- MAC could assist forming communities of practice via MAEIA Fellows and the MAEIA Institute

Supporting a Community of Practice

- Supporting a collaborative community of practice to use the MAEIA assessments and the MI-CSS software in the arts is something that organizations such as the MAC can provide
- Communities of practice can be supported in several ways:
  - Field test leads and teachers can continue to use the assessments and software
  - Field test leads can become resolution scorers
  - MAEIA Fellows can encourage groups of educators in the same discipline to work together
  - Statewide arts organizations can promote the use of the MAEIA assessments and MI-CSS software

MI-CSS Field Test Questions

- Field test participants were asked to respond to several key questions
  - What are the benefits of continuing to use the MAEIA assessments and the MI-CSS software?
  - What are the challenges in continuing to use the MAEIA assessments and the MI-CSS software?
  - Do the benefits outweigh the challenges in your continued use of the MAEIA assessments and the MI-CSS software?
  - How can the MAC and interested field test leads and teachers encourage new teachers to join a collaborative community of practice?
  - Would you help to form and support a community of practice?

MI-CSS Field Test Feedback

- Field test participants respond as follows:
  - Benefits of continuing use of assessments/MI-CSS software? Several responses were provided
  - Challenges in using MAEIA assessment/MI-CSS software? A couple of challenges were provide
  - Do benefits outweigh challenges in your continued use of MI-CSS software? Yes!
  - How can MAC encourage new teachers to join a collaborative community of practice? A number of excellent ideas were shared
  - Would you help to form and support a community of practice? Yes! Field test participants strongly want to continue

Use of MI-CSS/OSCAR Classroom in Other Ways

How else might the software be used at the local and state levels?

Uses of MI-CSS/OSCAR Classroom?

- How might MI-CSS/OSCAR Classroom be used ELA, mathematics, science, and social studies at the *district* level?
  - A mechanism for use of state-funded/developed assessment prompts and scoring rubrics provided to LEAs
    - Off-load some of the expensive item types to LEAs for their use to enhance/balance the overall assessment system in the state
    - Permit the state to use its limited resources to bring more "balance" to balanced assessment systems

      https://tinyurl.com/y7jggo2d
  - Enhance the quality of the assessments used by local districts, with state support but at minimal cost
  - Promote use of performance assessment in all grades and content areas, thus enhancing student learning – support for competency-based education

Another Use of MI-CSS/OSCAR Classroom?

- Teachers may be able to use MI-CSS to document their own effectiveness (for educator evaluation)
- Provide a new tool to assist educators to demonstrate their effectiveness, without more state testing
  - Videos of their instruction - full class, small group, individual student
  - Scans of commendations; parent letters/e-mails; student notes
  - Selected student accomplishments, awards, and achievements

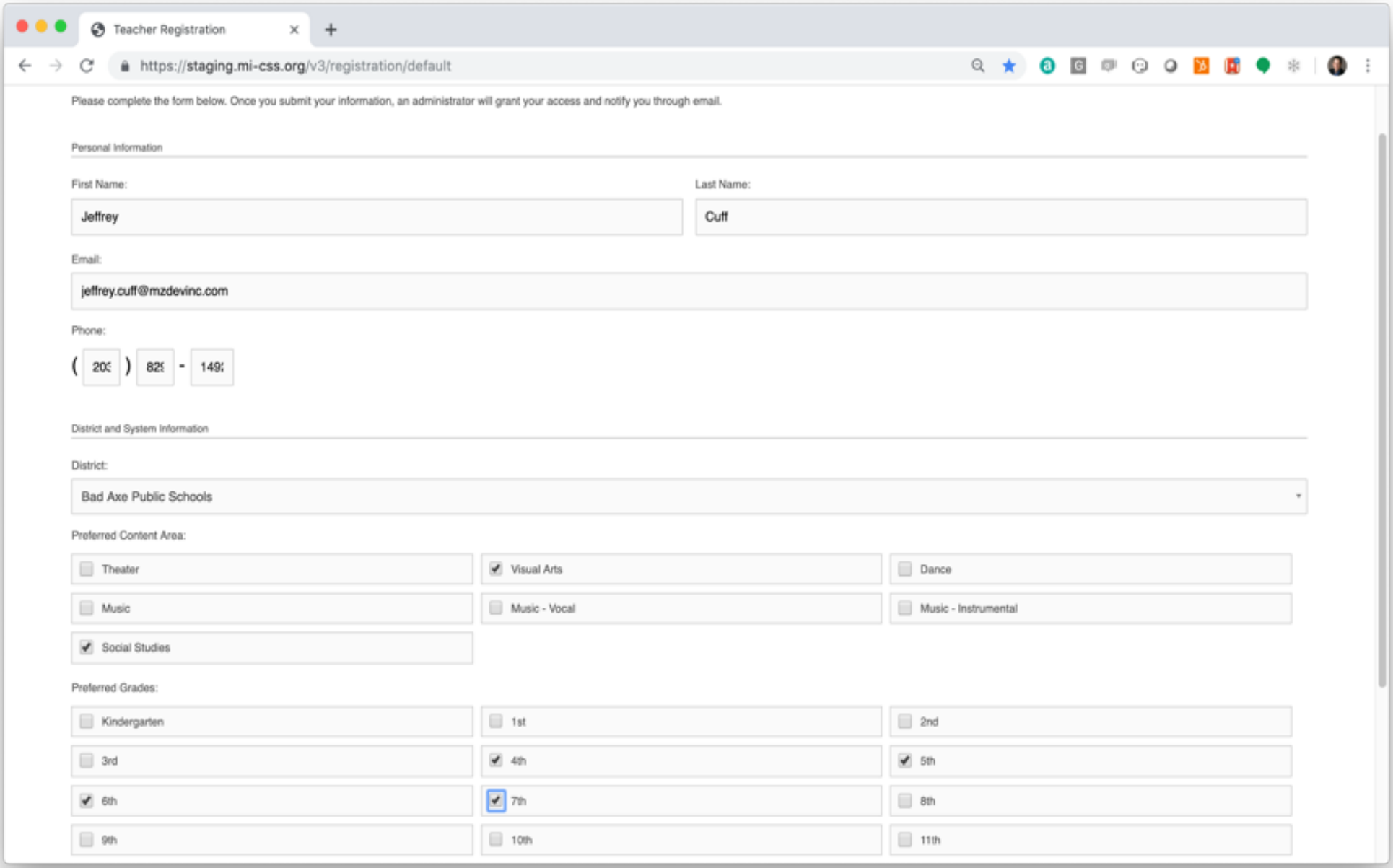
    https://tinyurl.com/yburxpkg

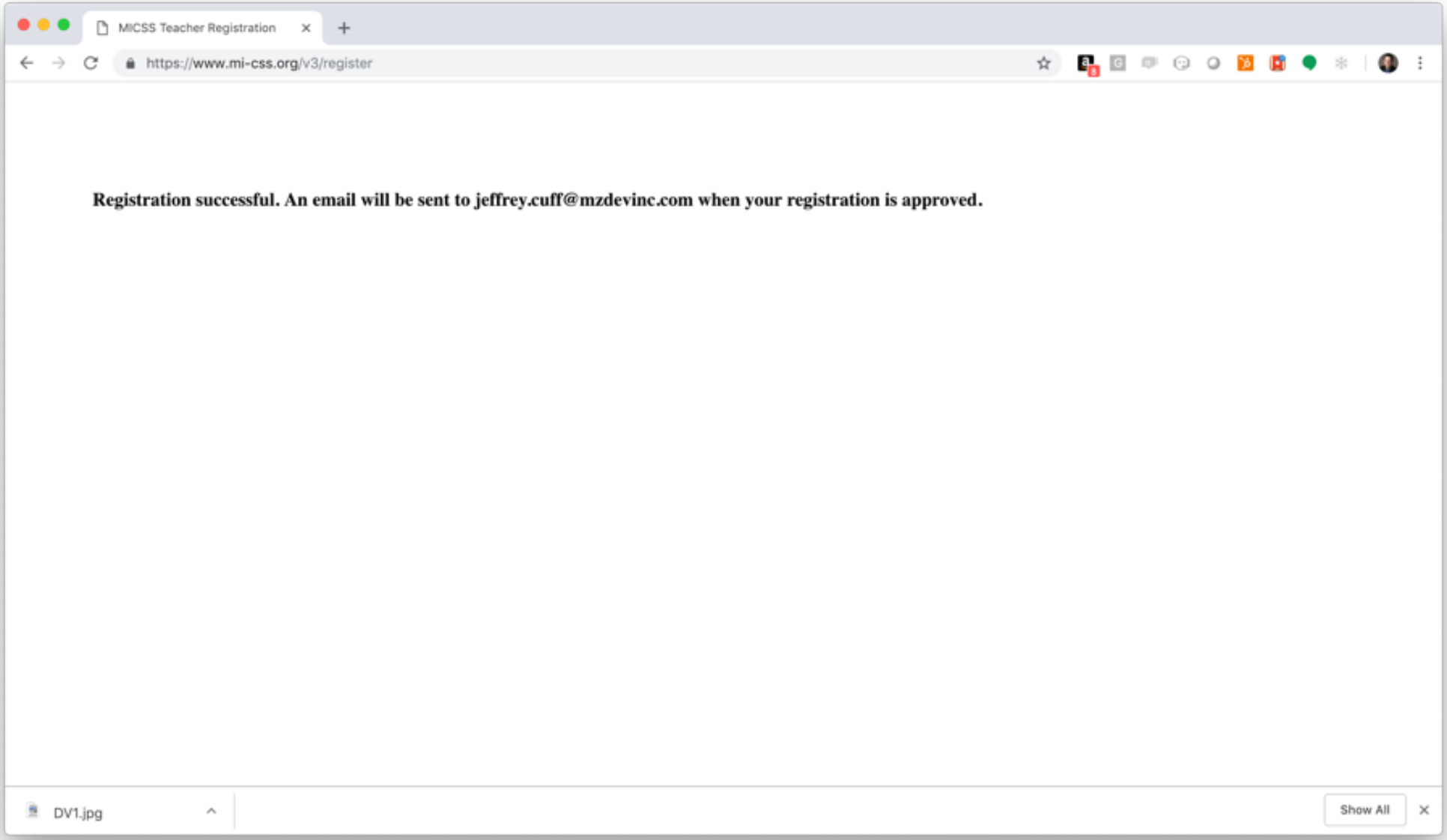
Demonstration of MI-CSS

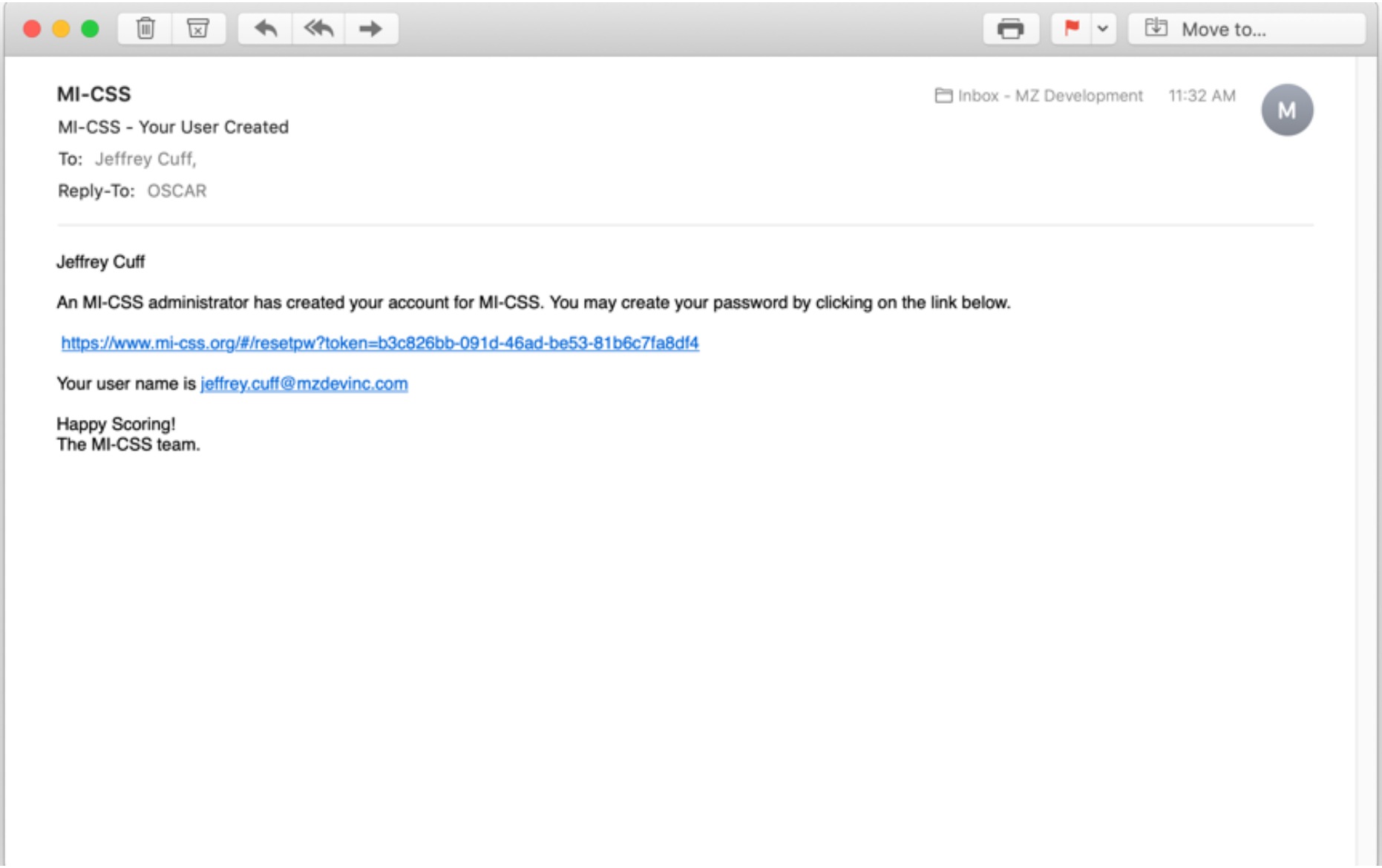
MZD will show how the MI-CSS powered by OSCAR Classroom works

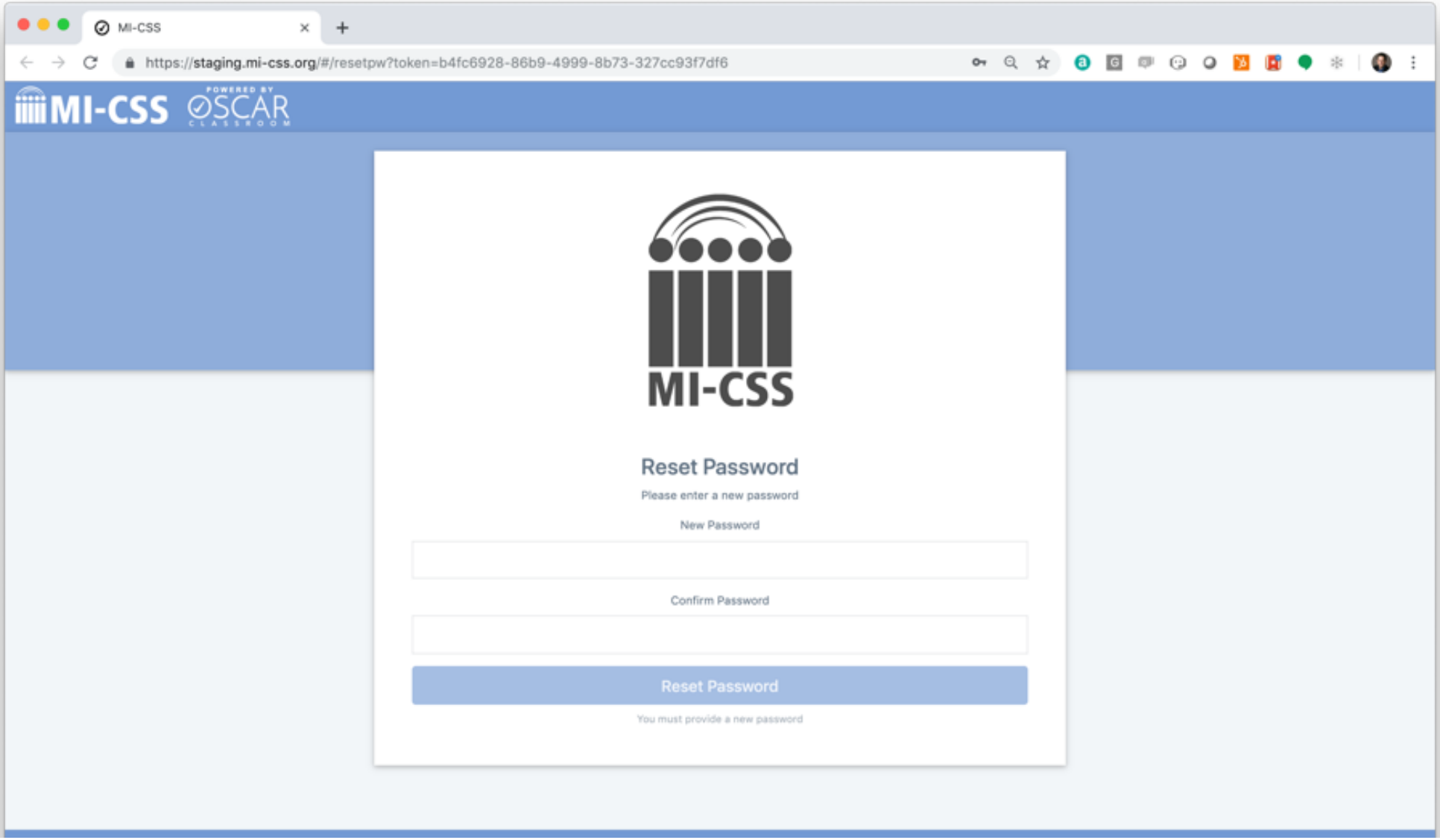
Teacher Registration

- Teachers self-register for MI-CSS access via the Michigan Assessment Consortium website
- Indicate their contact information
- Define individual district and system information
  - District
  - Content Area(s)
  - Grade(s)
  - Scoring Role
    - Teacher
    - Second Reader
    - Teacher + Resolution
    - Resolution Reader


Teacher Registration
https://staging.mi-css.org/v3/registration/default
Please complete the form below. Once you submit your information, an administrator will grant your access and notify you through email.
Personal Information
First Name:
Jeffrey
Last Name:
Cuff
Email:
jeffrey.cuff@mzdevinc.com
Phone:
District and System Information
District:
Bad Axe Public Schools
Preferred Content Area:
Theater
Visual Arts
Dance
Music
Music - Vocal
Music - Instrumental
Social Studies
Preferred Grades:
Kindergarten
1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th


MICSS Teacher Registration
https://www.mi-css.org/v3/register
Registration successful. An email will be sent to jeffrey.cuff@mzdevinc.com when your registration is approved.
DV1.jpg
Show All


Move to...
MI-CSS
Inbox - MZ Development
11:32 AM
M
MI-CSS - Your User Created
To: Jeffrey Cuff,
Reply-To: OSCAR
Jeffrey Cuff
An MI-CSS administrator has created your account for MI-CSS. You may create your password by clicking on the link below.
https://www.mi-css.org/#/resetpw?token=b3c826bb-091d-46ad-be53-81b6c7fa8df4
Your user name is jeffrey.cuff@mzdevinc.com
Happy Scoring!
The MI-CSS team.


MI-CSS
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MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS
Reset Password
Please enter a new password
New Password
Confirm Password
Reset Password
You must provide a new password

MI-CSS

https://staging.mi-css.org/#/landing

MI-CSS POWERED BY OSCAR CLASSROOM

MI-CSS Default Jeffrey Cuff 3

Landing

Jeffrey Cuff 3 (jeffrey.cuff+3@mzdevinc.com)

Welcome to MI-CSS™

Manage My Classes

Second/Resolution Score

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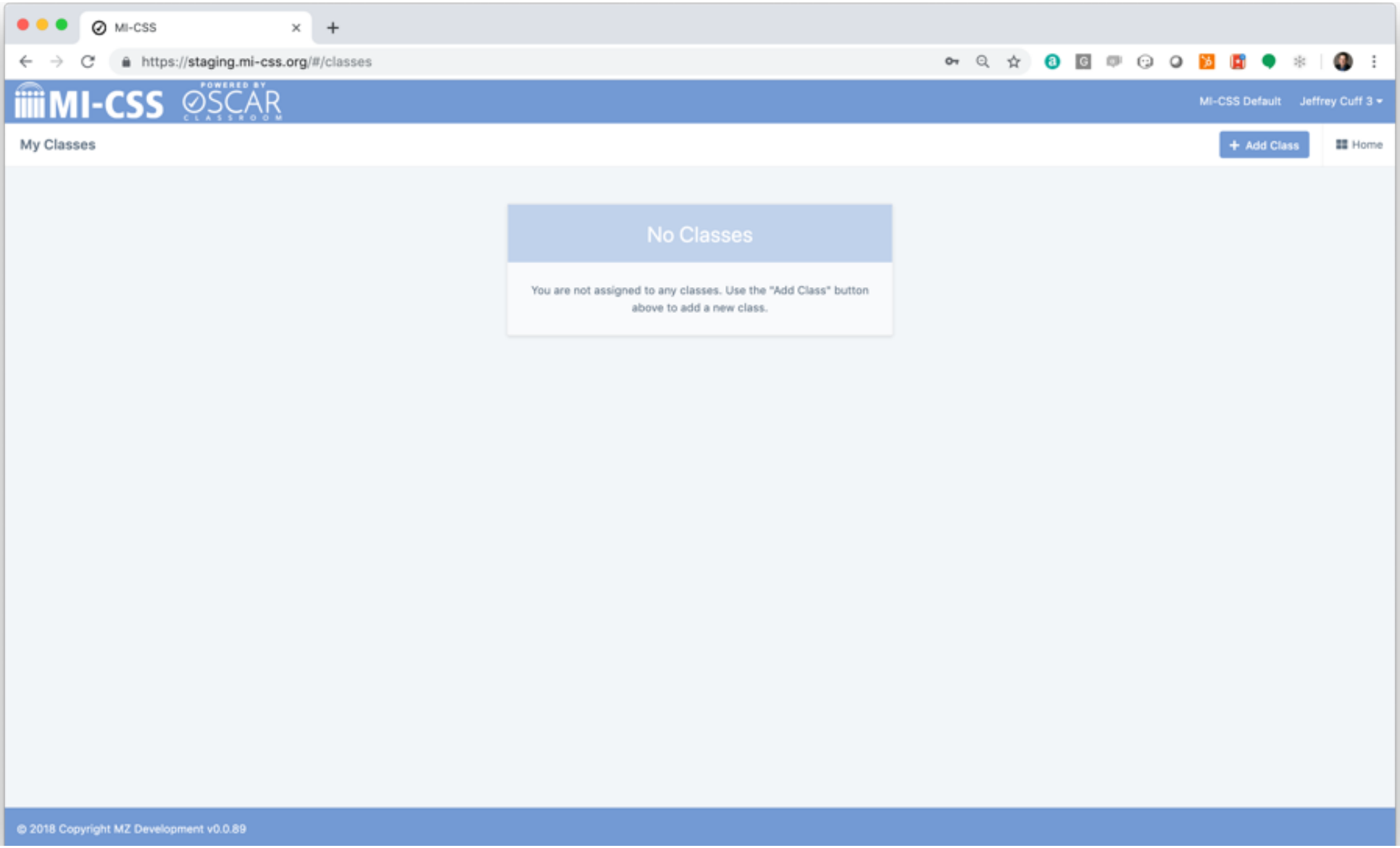
MI-CSS
https://staging.mi-css.org/#/classes
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
My Classes
+ Add Class
Home
No Classes
You are not assigned to any classes. Use the "Add Class" button above to add a new class.
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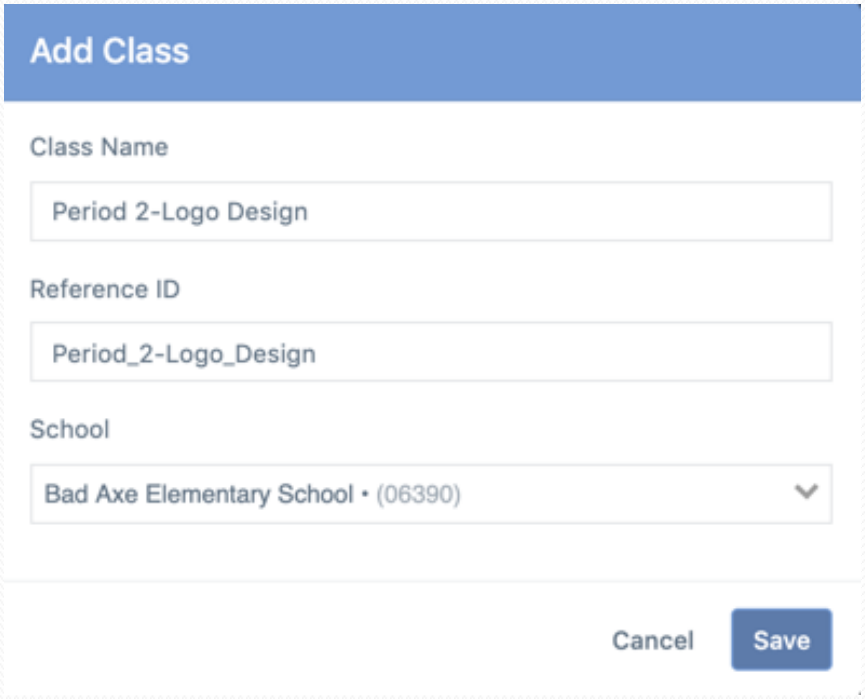
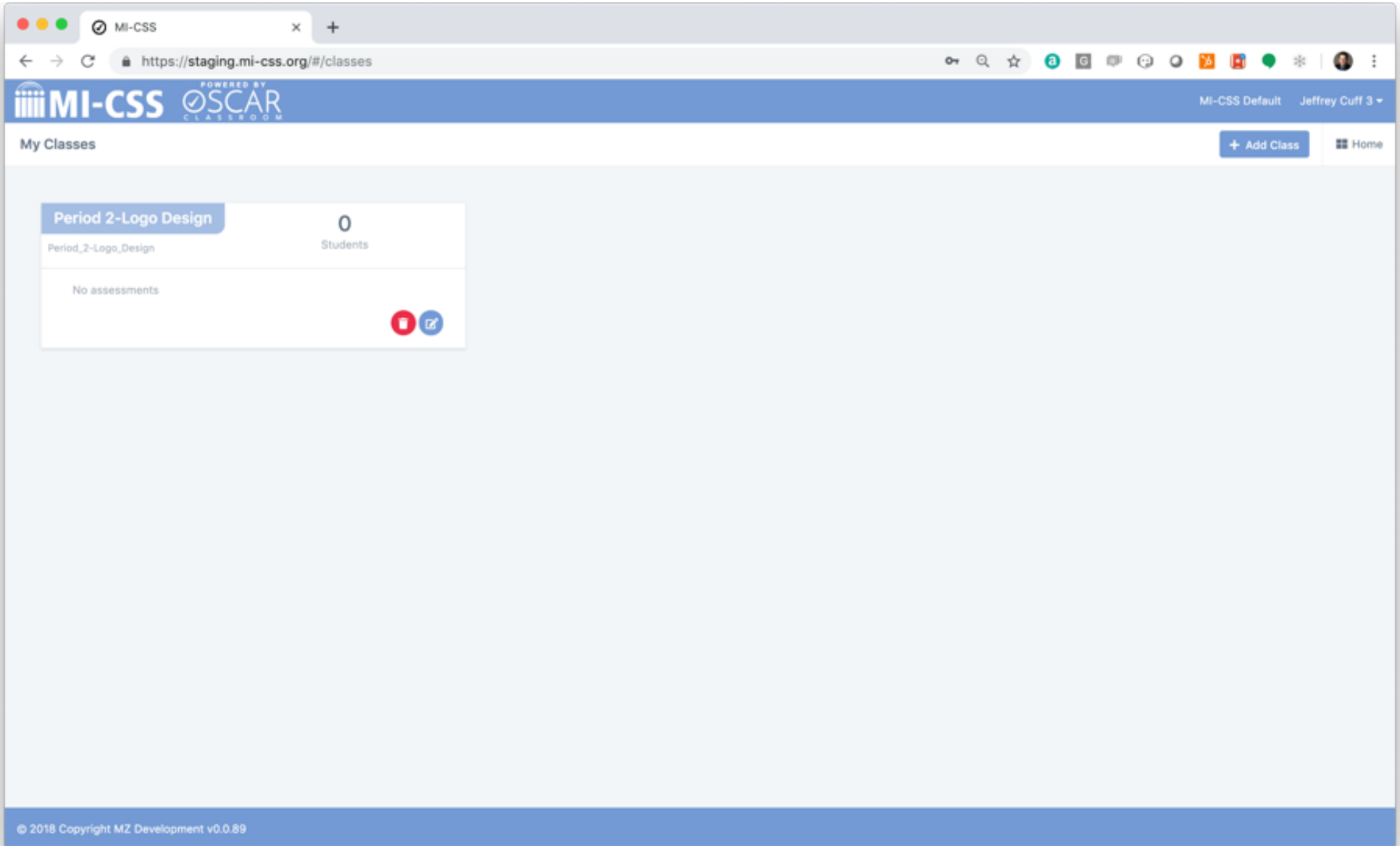
MI-CSS Configuration – Add Class

- Select Manage My Classes from the Landing page
- Select + Add Class button from the upper right hand of the My Classes page
- Complete the following fields
  - Class Name
  - Reference ID (optional)
  - School
    - The list of schools available in the drop-down list is determined by the District selected during registration
    - If the list is not correct, please contact a MI-CSS administrator
- Select Save to add the class

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MI-CSS Default
Jeffrey Cuff 3
My Classes
+ Add Class
Home
Period 2-Logo Design
Period_2-Logo_Design
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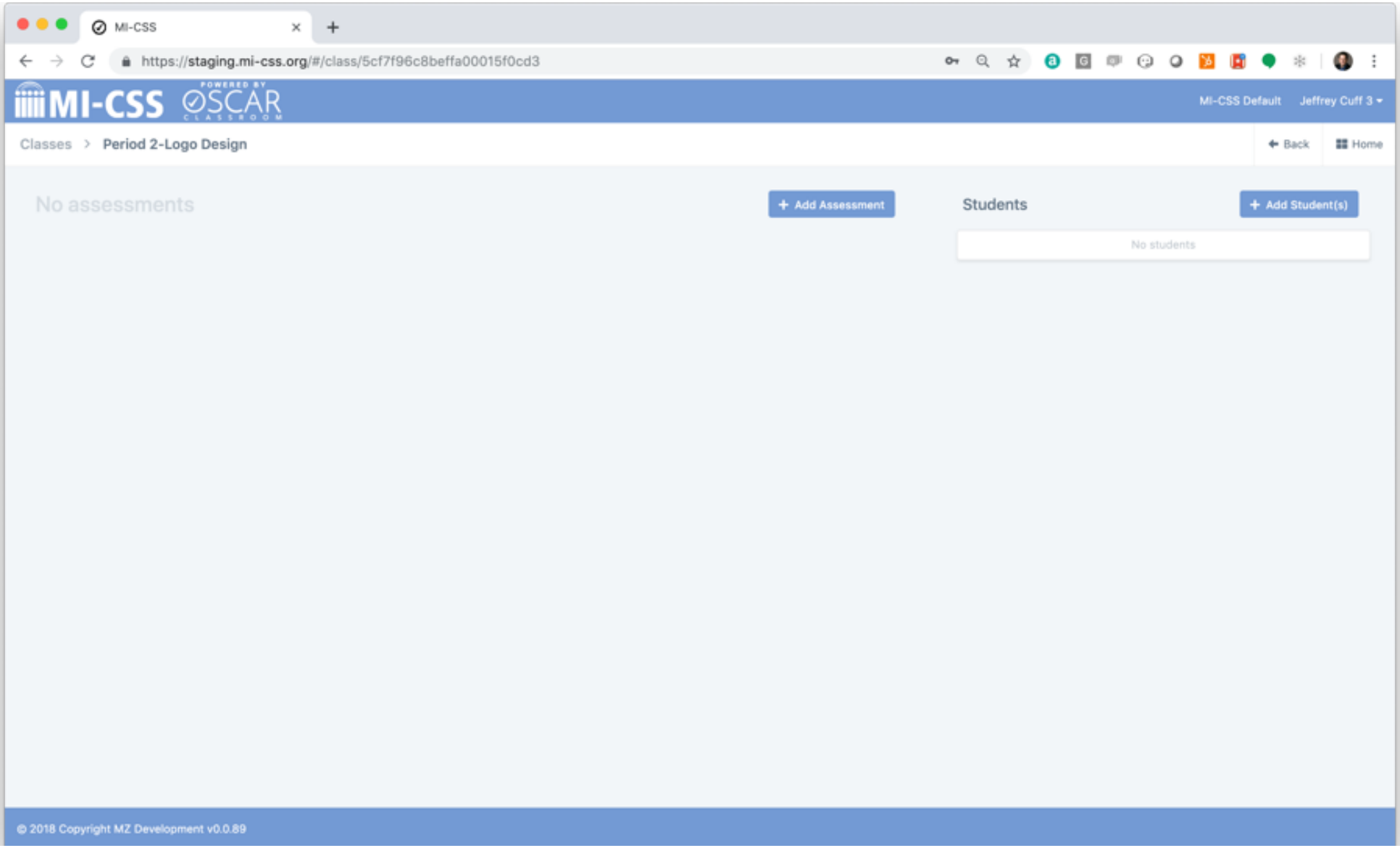
Students
No assessments
© 2018 Copyright MZ Development v0.0.89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MI-CSS Default
Jeffrey Cuff 3
Classes
Period 2-Logo Design
Back
Home
No assessments
+ Add Assessment
Students
+ Add Student(s)
No students
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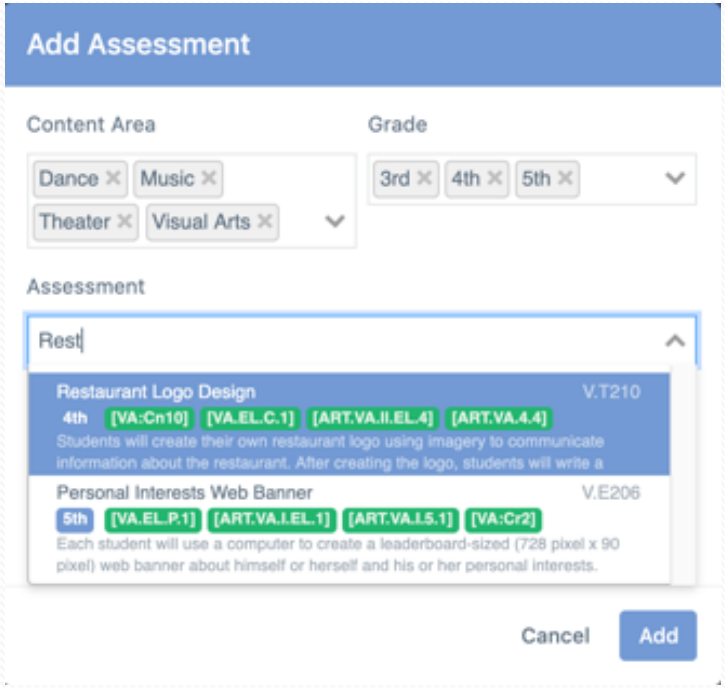
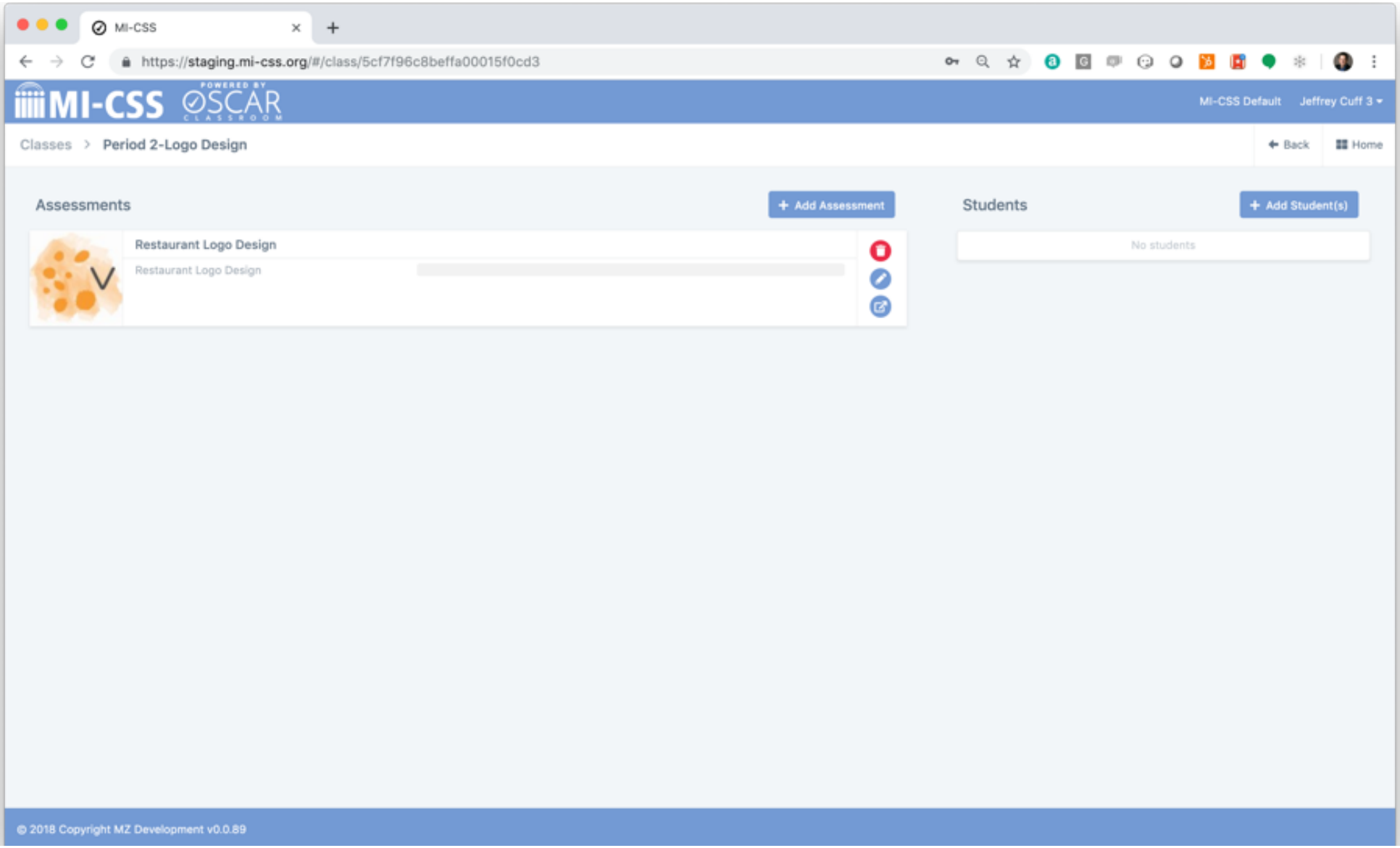
MI-CSS Configuration – Add Assessment

- Select the + Add Assessment button from the class page
- The Content Area and Grade fields are pre-populated with information provided as part of your initial registration
- Under Assessment, type in the name of the assessment you are attempting to add
  - The list of available assessments is filtered based on Content Area and Grade selections
- Edit Administration Name for custom description (optional)
- Select Pre-test/Post-test (optional) to add multiple administrations for this assessment
- Add Administration Notes
  - Custom directions available to other scorers for this particular assessment administration
- Select Add to complete assessment configuration

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MI-CSS Default
Jeffrey Cuff 3
Classes
Period 2-Logo Design
Back
Home
Assessments
+ Add Assessment
Restaurant Logo Design
Restaurant Logo Design
Students
+ Add Student(s)
No students
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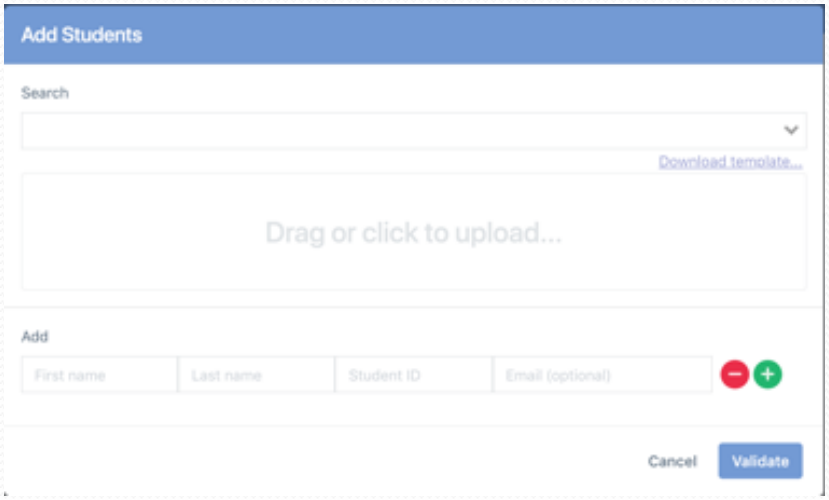
MI-CSS Configuration – Add Students

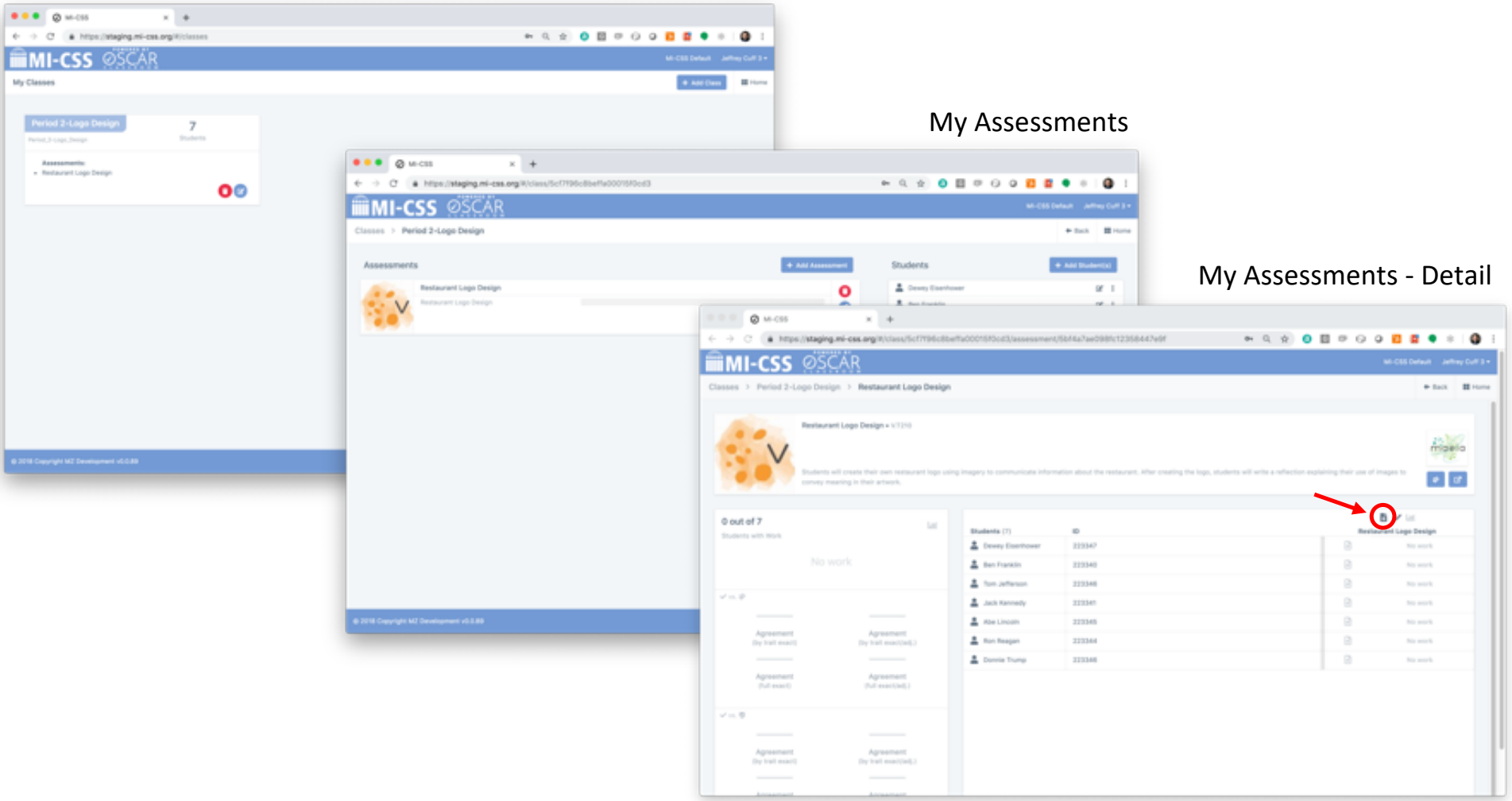
- Select the + Add Students button from the class page
- There are three ways to add students to a class
  - Search for an existing student
  - Upload student data from a CSV file (template provided)
  - Add student data individually
- New student records are validated against existing student records (via Student ID) in the district to ensure students are not duplicated in the system

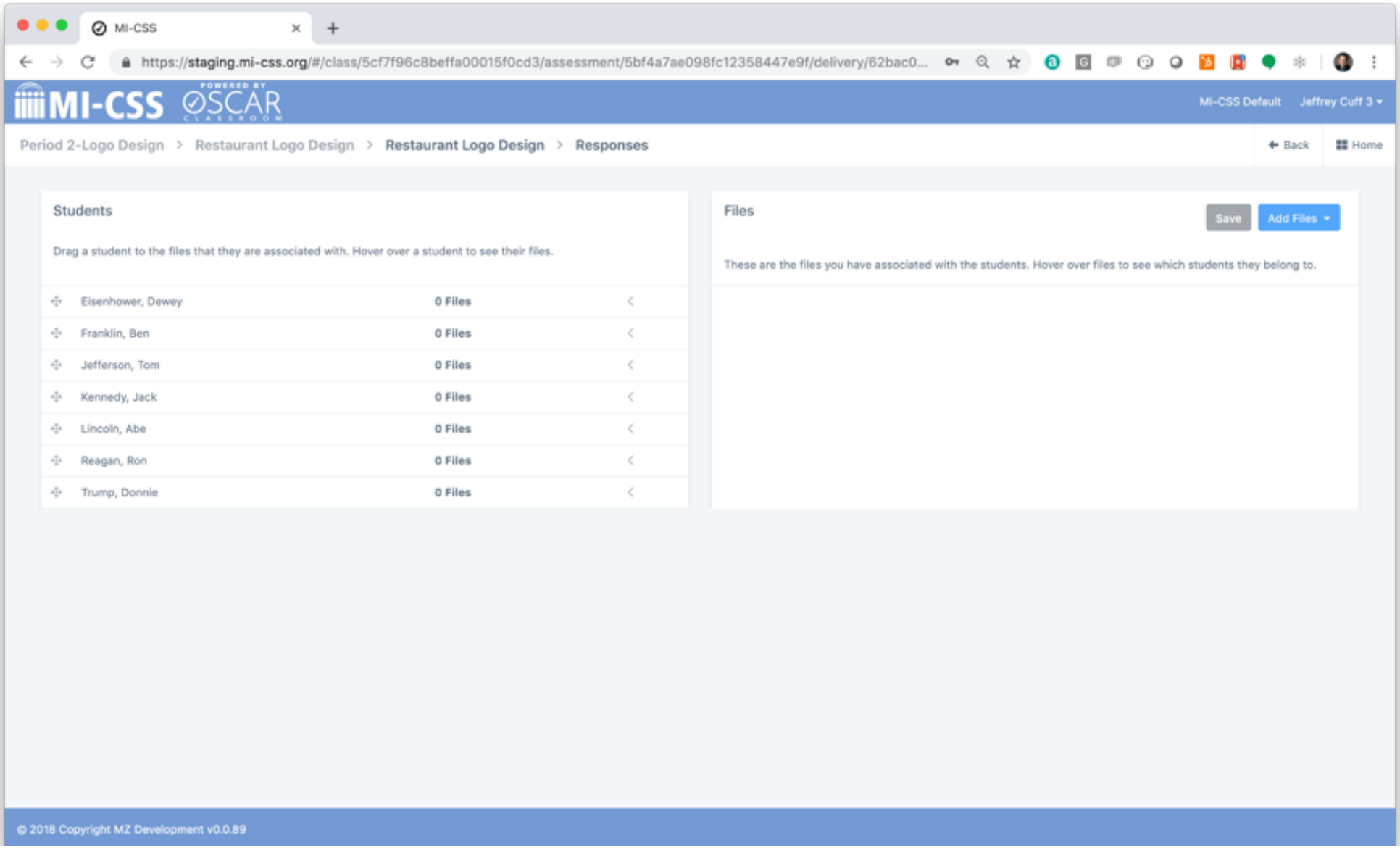


My Classes

My Assessments

My Assessments - Detail




MI-CSS
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MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Period 2-Logo Design > Restaurant Logo Design > Restaurant Logo Design > Responses
Back
Home
Students
Drag a student to the files that they are associated with. Hover over a student to see their files.
Eisenhower, Dewey 0 Files
Franklin, Ben 0 Files
Jefferson, Tom 0 Files
Kennedy, Jack 0 Files
Lincoln, Abe 0 Files
Reagan, Ron 0 Files
Trump, Donnie 0 Files
Files
Save
Add Files
These are the files you have associated with the students. Hover over files to see which students they belong to.
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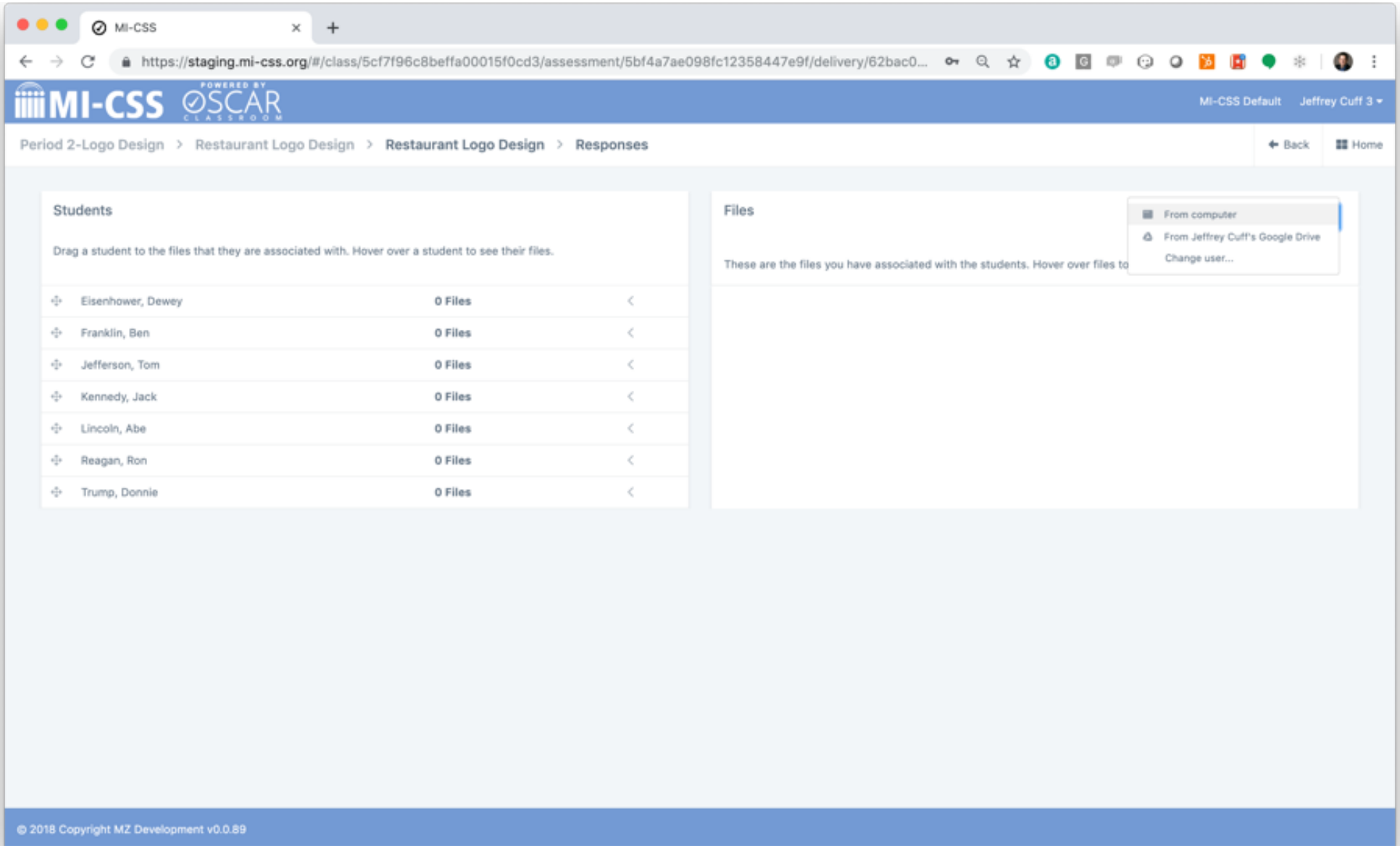
MI-CSS
https://staging.mi-css.org/#/class/5cf7f96c8beffa00015f0cd3/assessment/5bf4a7ae098fc12358447e9f/delivery/62bac0...
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Period 2-Logo Design > Restaurant Logo Design > Restaurant Logo Design > Responses
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Drag a student to the files that they are associated with. Hover over a student to see their files.
Eisenhower, Dewey 0 Files
Franklin, Ben 0 Files
Jefferson, Tom 0 Files
Kennedy, Jack 0 Files
Lincoln, Abe 0 Files
Reagan, Ron 0 Files
Trump, Donnie 0 Files
Files
From computer
From Jeffrey Cuff's Google Drive
Change user...
These are the files you have associated with the students. Hover over files to
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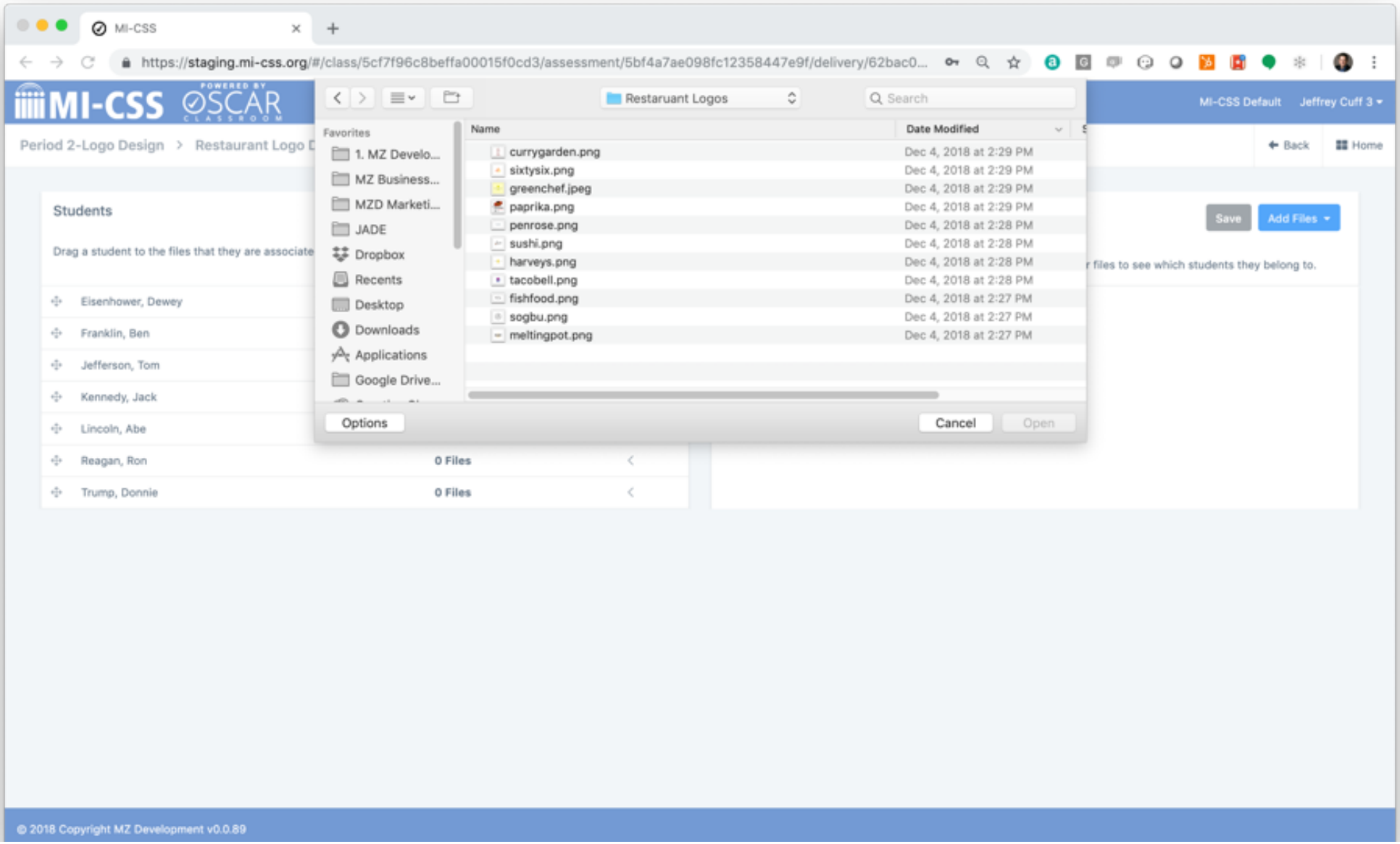
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Restaurant Logo D
Back
Home
Students
Drag a student to the files that they are associate
Save
Add Files
files to see which students they belong to.
Eisenhower, Dewey
Franklin, Ben
Jefferson, Tom
Kennedy, Jack
Lincoln, Abe
Reagan, Ron
0 Files
Trump, Donnie
0 Files
Restaruant Logos
Search
Favorites
1. MZ Develo...
MZ Business...
MZD Marketi...
JADE
Dropbox
Recents
Desktop
Downloads
Applications
Google Drive...
Name
Date Modified
currygarden.png Dec 4, 2018 at 2:29 PM
sixtysix.png Dec 4, 2018 at 2:29 PM
greenchef.jpeg Dec 4, 2018 at 2:29 PM
paprika.png Dec 4, 2018 at 2:29 PM
penrose.png Dec 4, 2018 at 2:28 PM
sushi.png Dec 4, 2018 at 2:28 PM
harveys.png Dec 4, 2018 at 2:28 PM
tacobell.png Dec 4, 2018 at 2:28 PM
fishfood.png Dec 4, 2018 at 2:27 PM
sogbu.png Dec 4, 2018 at 2:27 PM
meltingpot.png Dec 4, 2018 at 2:27 PM
Options
Cancel
Open
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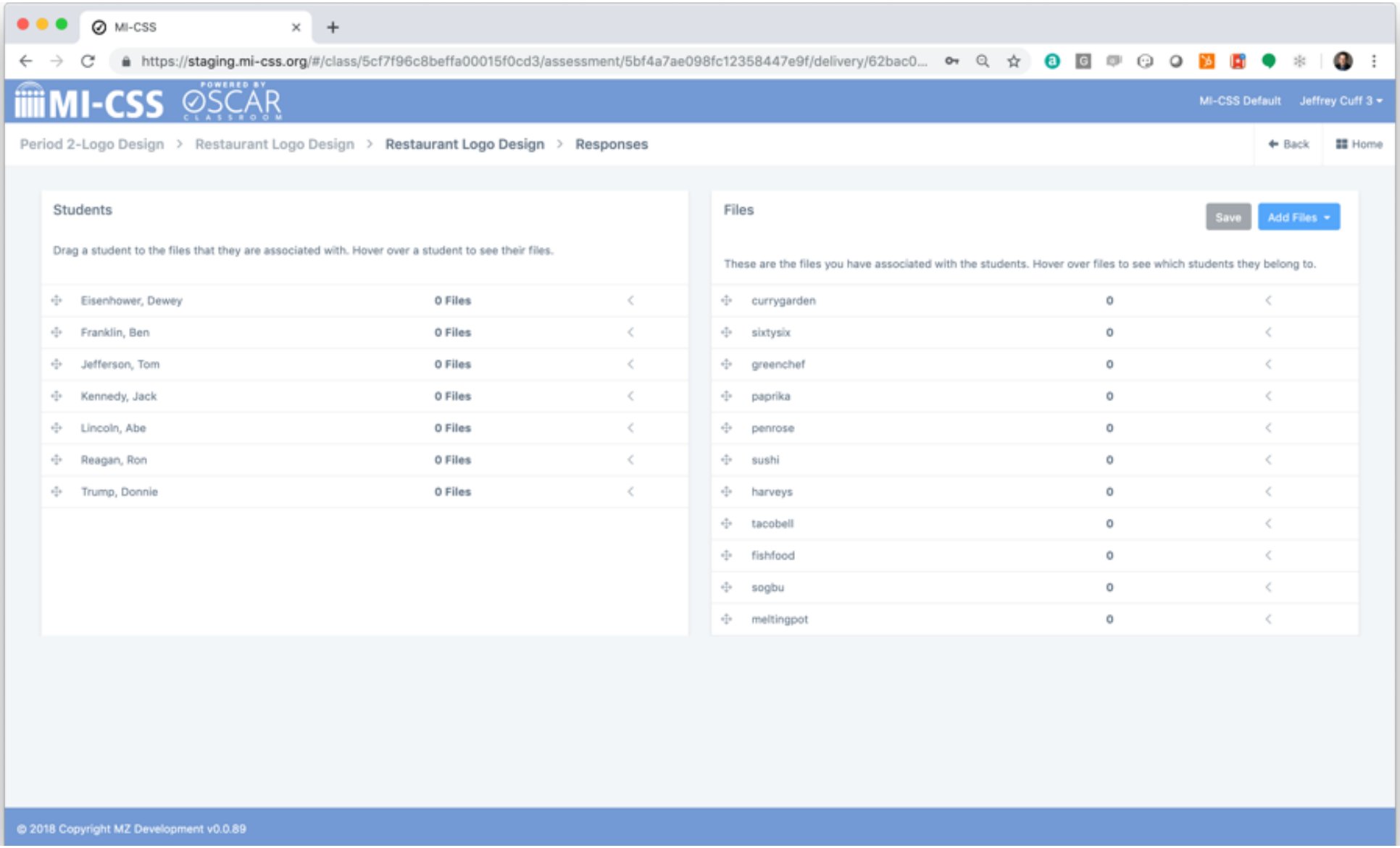
MI-CSS
https://staging.mi-css.org/#/class/5cf7f96c8beffa00015f0cd3/assessment/5bf4a7ae098fc12358447e9f/delivery/62bac0...
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Period 2-Logo Design > Restaurant Logo Design > Restaurant Logo Design > Responses
Back
Home
Students
Drag a student to the files that they are associated with. Hover over a student to see their files.
Eisenhower, Dewey 0 Files
Franklin, Ben 0 Files
Jefferson, Tom 0 Files
Kennedy, Jack 0 Files
Lincoln, Abe 0 Files
Reagan, Ron 0 Files
Trump, Donnie 0 Files
Files
Save
Add Files
These are the files you have associated with the students. Hover over files to see which students they belong to.
currygarden 0
sixtysix 0
greenchef 0
paprika 0
penrose 0
sushi 0
harveys 0
tacobell 0
fishfood 0
sogbu 0
meltingpot 0
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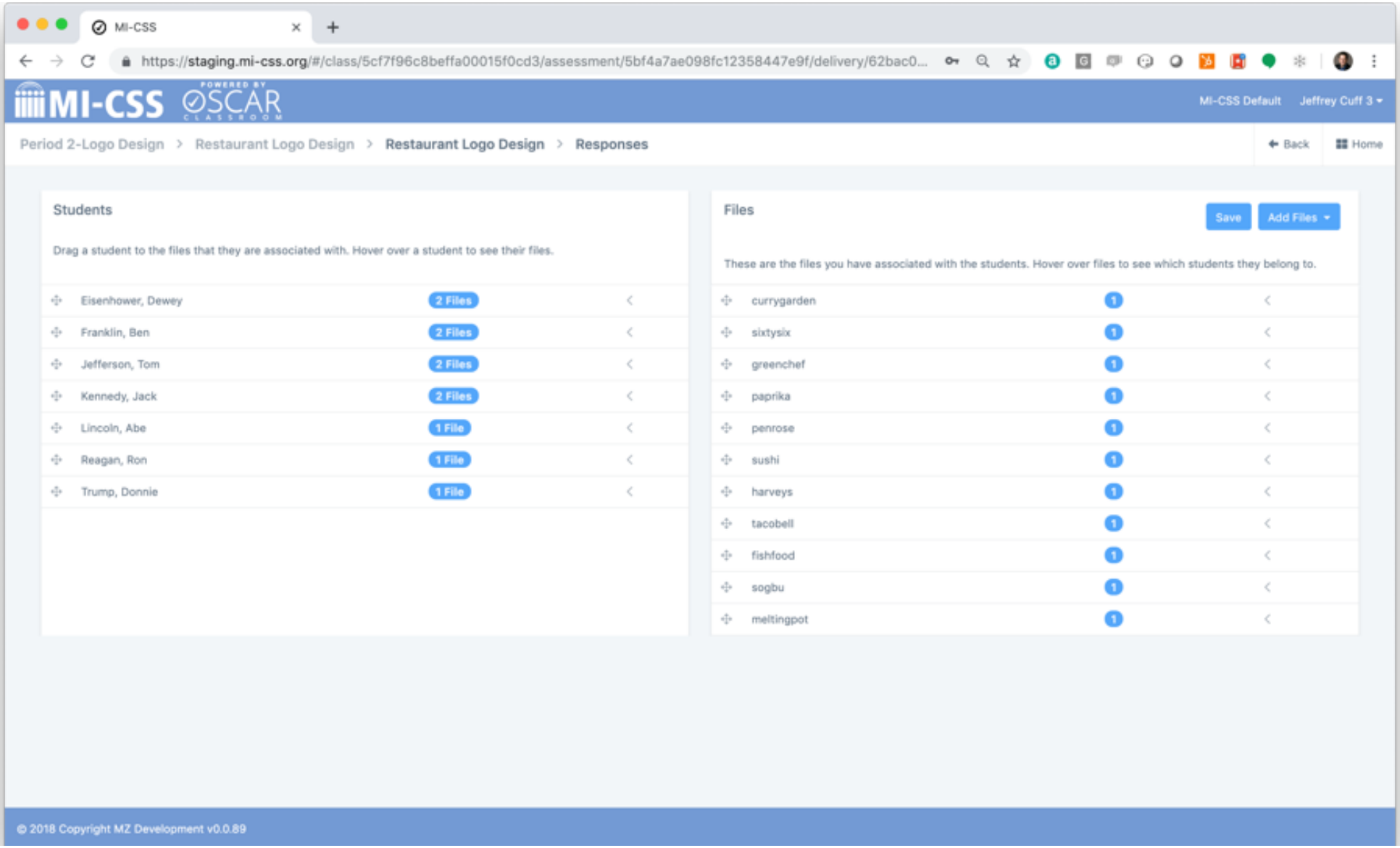
MI-CSS
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MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Period 2-Logo Design > Restaurant Logo Design > Restaurant Logo Design > Responses
Back
Home
Students
Drag a student to the files that they are associated with. Hover over a student to see their files.
Eisenhower, Dewey 2 Files
Franklin, Ben 2 Files
Jefferson, Tom 2 Files
Kennedy, Jack 2 Files
Lincoln, Abe 1 File
Reagan, Ron 1 File
Trump, Donnie 1 File
Files
Save
Add Files
These are the files you have associated with the students. Hover over files to see which students they belong to.
currygarden 1
sixtysix 1
greenchef 1
paprika 1
penrose 1
sushi 1
harveys 1
tacobell 1
fishfood 1
sogbu 1
meltingpot 1
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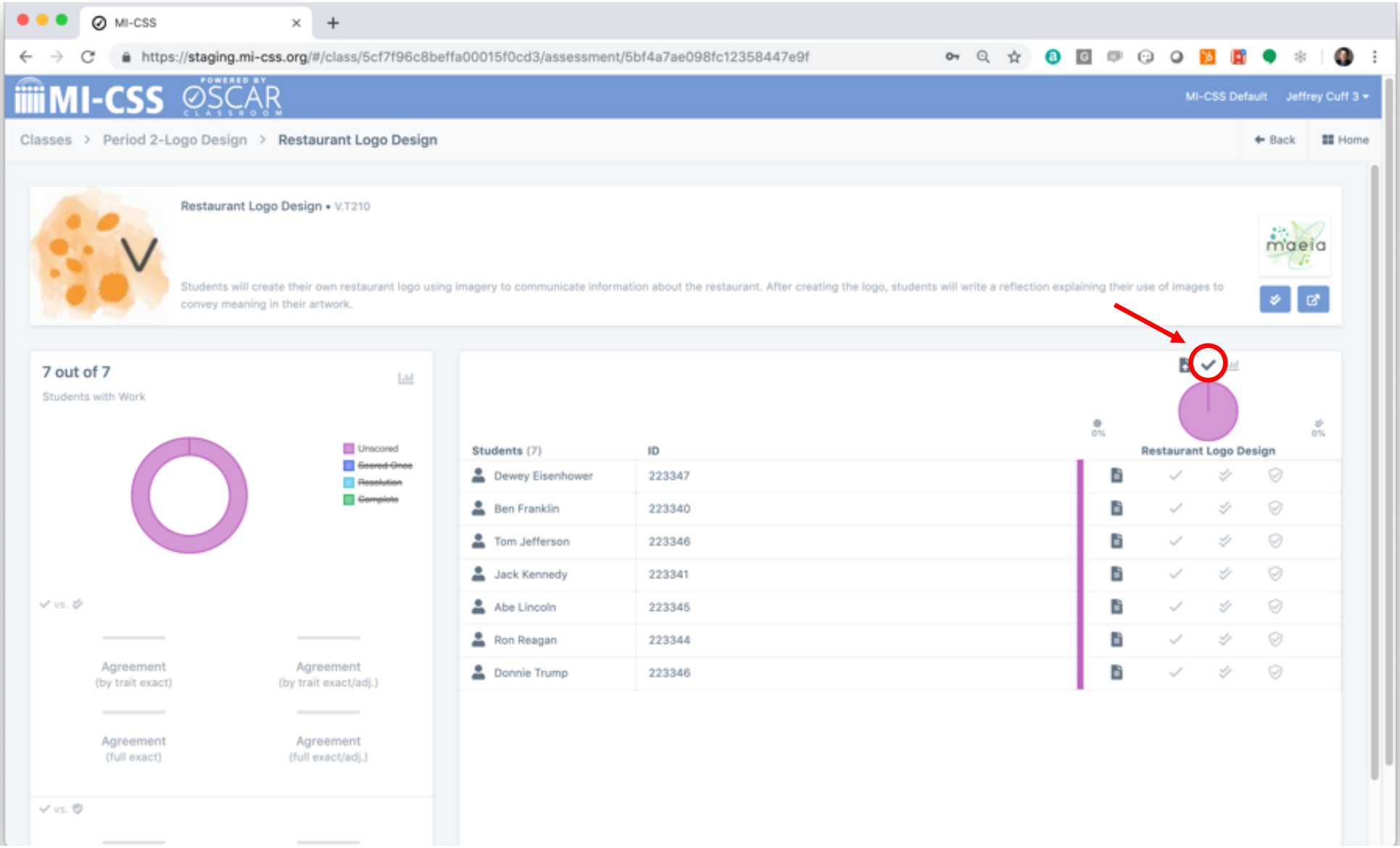
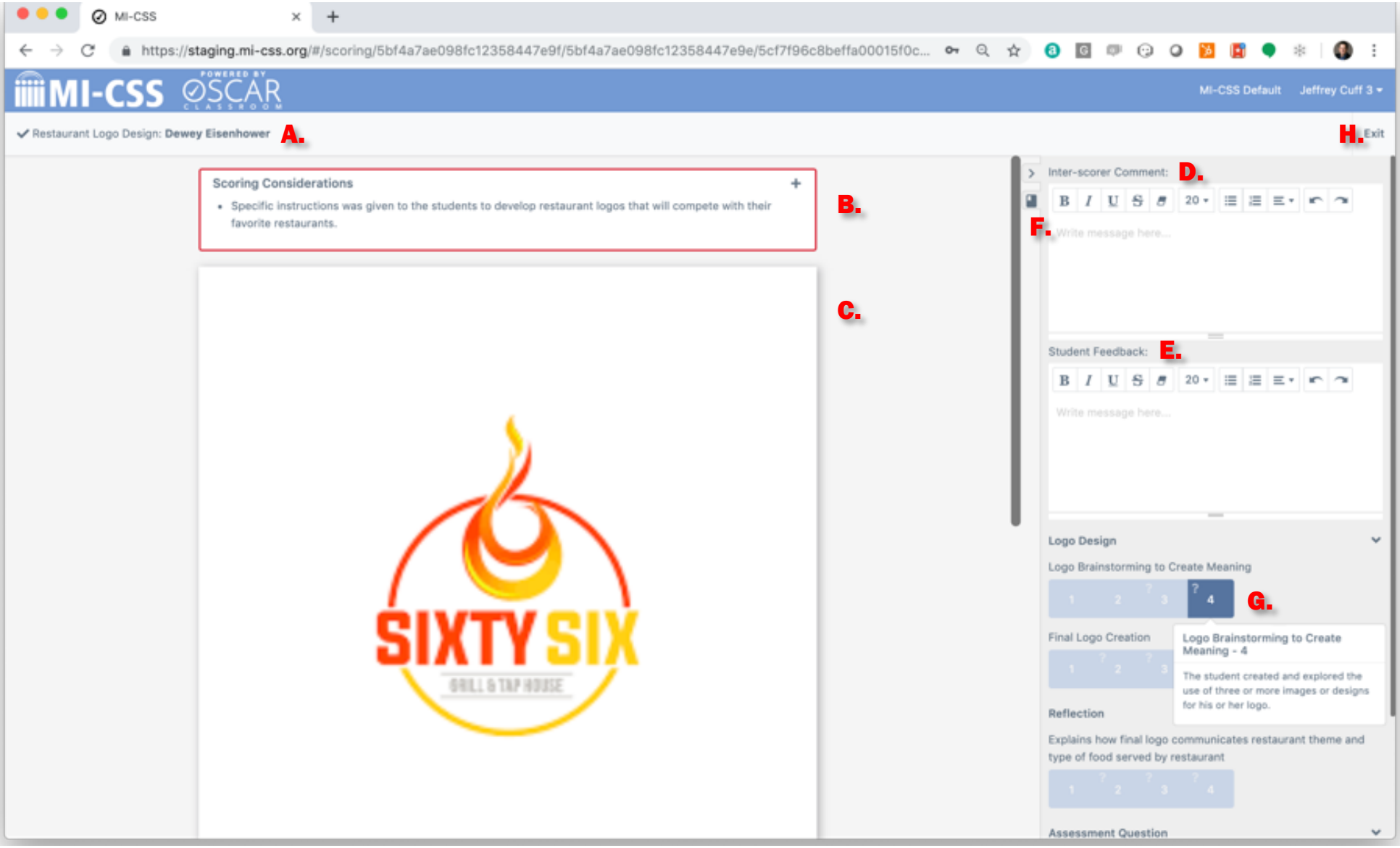

MI-CSS
https://staging.mi-css.org/#/class/5cf7f96c8beffa00015f0cd3/assessment/5bf4a7ae098fc12358447e9f
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Classes
Period 2-Logo Design
Restaurant Logo Design
Back
Home
Restaurant Logo Design • V.T210
Students will create their own restaurant logo using imagery to communicate information about the restaurant. After creating the logo, students will write a reflection explaining their use of images to convey meaning in their artwork.
maeia
7 out of 7
Students with Work
Unscored
Scored Once
Resolution
Complete
Agreement (by trait exact)
Agreement (by trait exact/adj.)
Agreement (full exact)
Agreement (full exact/adj.)
Students (7)
ID
Restaurant Logo Design
Dewey Eisenhower 223347
Ben Franklin 223340
Tom Jefferson 223346
Jack Kennedy 223341
Abe Lincoln 223345
Ron Reagan 223344
Donnie Trump 223346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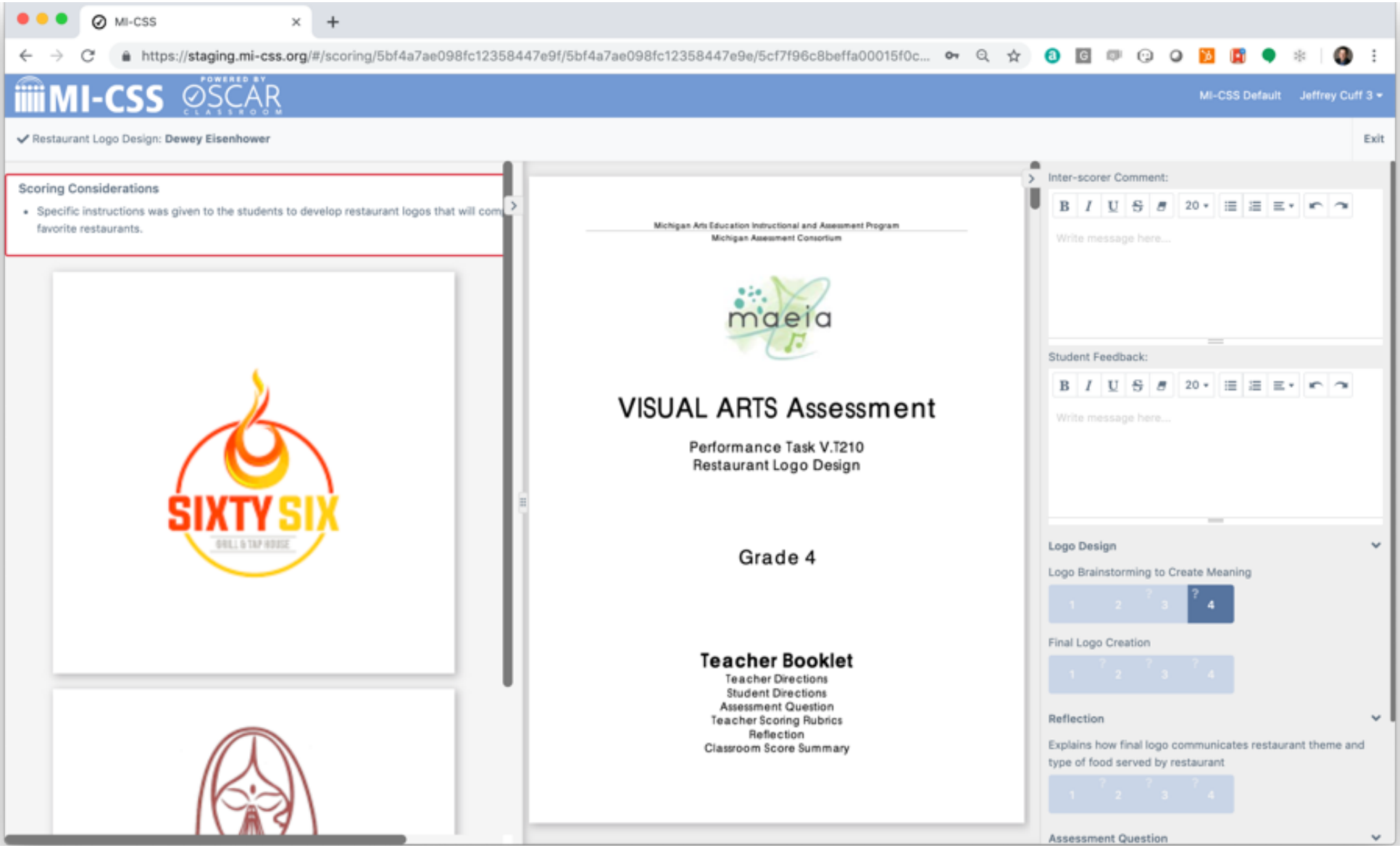
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Restaurant Logo Design: Dewey Eisenhower
A.
H.
Exit
Scoring Considerations
Specific instructions was given to the students to develop restaurant logos that will compete with their favorite restaurants.
B.
C.
SIXTY SIX
GRILL & TAP HOUSE
Inter-scorer Comment:
D.
F.
Write message here...
Student Feedback:
E.
Write message here...
Logo Design
Logo Brainstorming to Create Meaning
1 2 3 4
G.
Final Logo Creation
1 2 3
Logo Brainstorming to Create Meaning - 4
The student created and explored the use of three or more images or designs for his or her logo.
Reflection
Explains how final logo communicates restaurant theme and type of food served by restaurant
1 2 3 4
Assessment Question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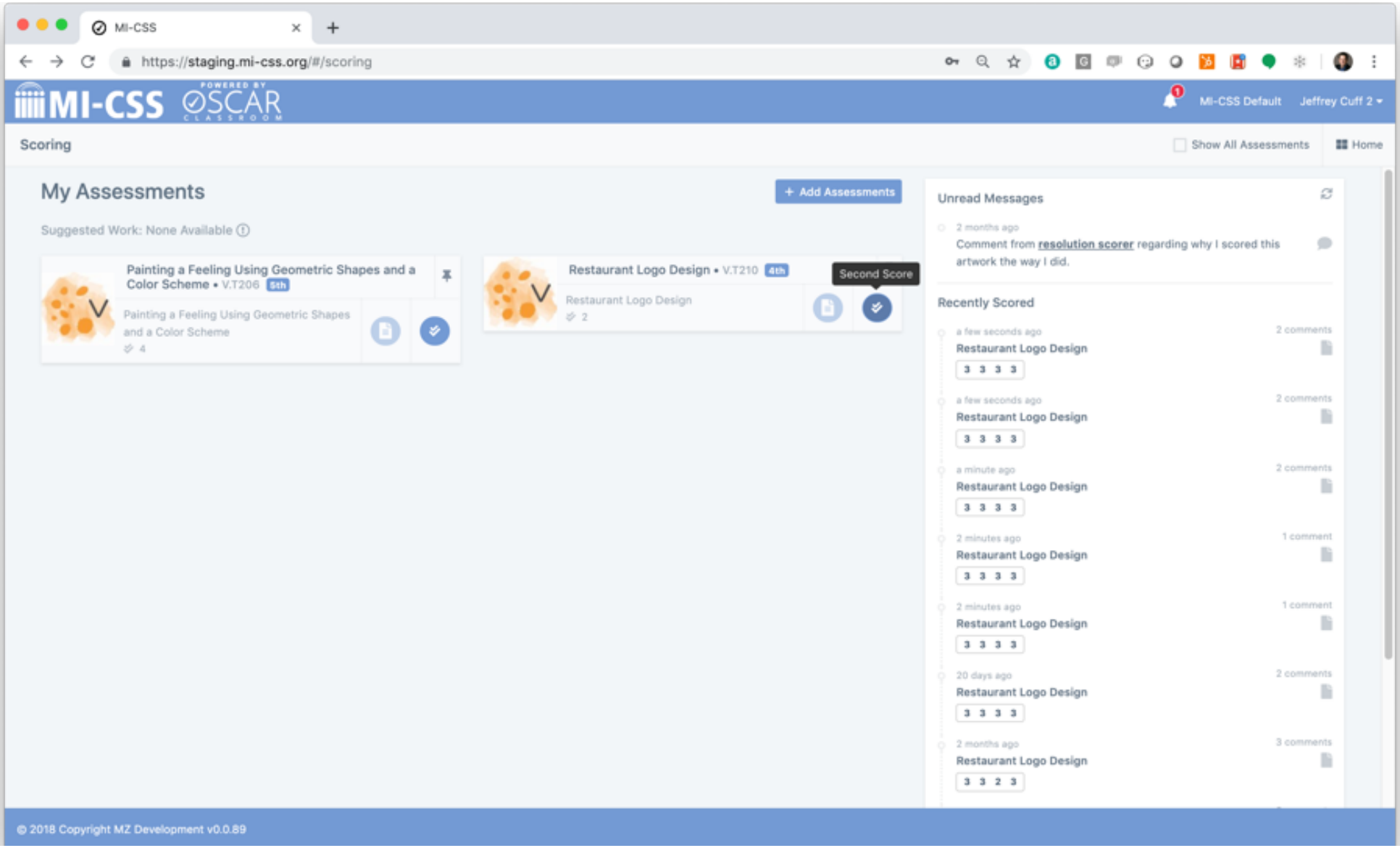
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Restaurant Logo Design: Dewey Eisenhower
Exit
Scoring Considerations
Specific instructions was given to the students to develop restaurant logos that will com
favorite restaurants.
SIXTY SIX
GRILL & TAP HOUSE
Michigan Arts Education Instructional and Assessment Program
Michigan Assessment Consortium
maeia
VISUAL ARTS Assessment
Performance Task V.T210
Restaurant Logo Design
Grade 4
Teacher Booklet
Teacher Directions
Student Directions
Assessment Question
Teacher Scoring Rubrics
Reflection
Classroom Score Summary
Inter-scorer Comment:
Write message here....
Student Feedback:
Write message here....
Logo Design
Logo Brainstorming to Create Meaning
Final Logo Creation
Reflection
Explains how final logo communicates restaurant theme and type of food served by restaurant
Assessment Question


MI-CSS
https://staging.mi-css.org/#/scoring
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 2
Scoring
Show All Assessments
Home
My Assessments
+ Add Assessments
Suggested Work: None Available
Painting a Feeling Using Geometric Shapes and a Color Scheme • V.T206 5th
Painting a Feeling Using Geometric Shapes and a Color Scheme
4
Restaurant Logo Design • V.T210 4th
Second Score
Restaurant Logo Design
2
Unread Messages
2 months ago
Comment from resolution scorer regarding why I scored this artwork the way I did.
Recently Scored
a few seconds ago
2 comments
Restaurant Logo Design
3 3 3 3
a few seconds ago
2 comments
Restaurant Logo Design
3 3 3 3
a minute ago
2 comments
Restaurant Logo Design
3 3 3 3
2 minutes ago
1 comment
Restaurant Logo Design
3 3 3 3
2 minutes ago
1 comment
Restaurant Logo Design
3 3 3 3
20 days ago
2 comments
Restaurant Logo Design
3 3 3 3
2 months ago
3 comments
Restaurant Logo Design
3 3 2 3
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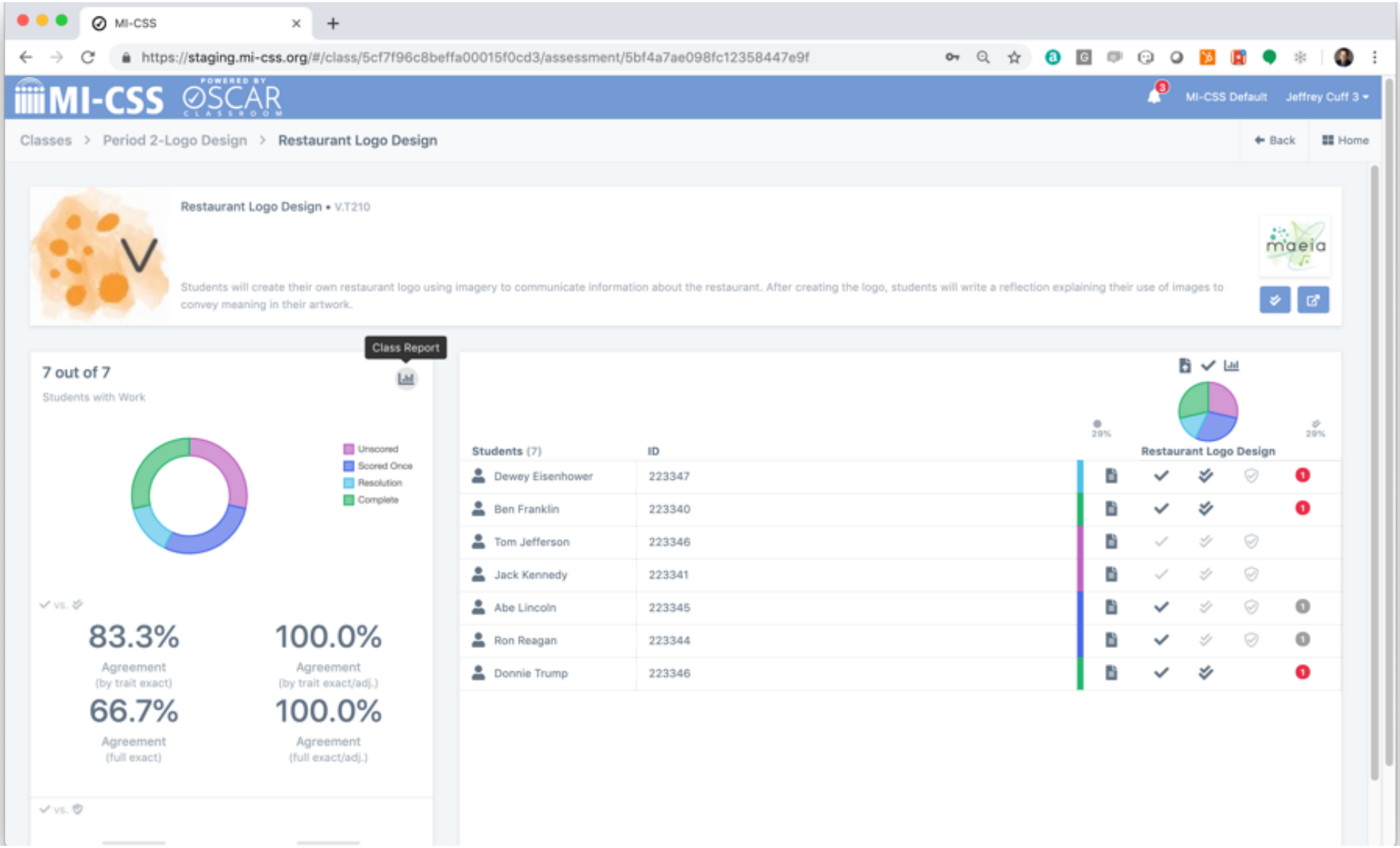
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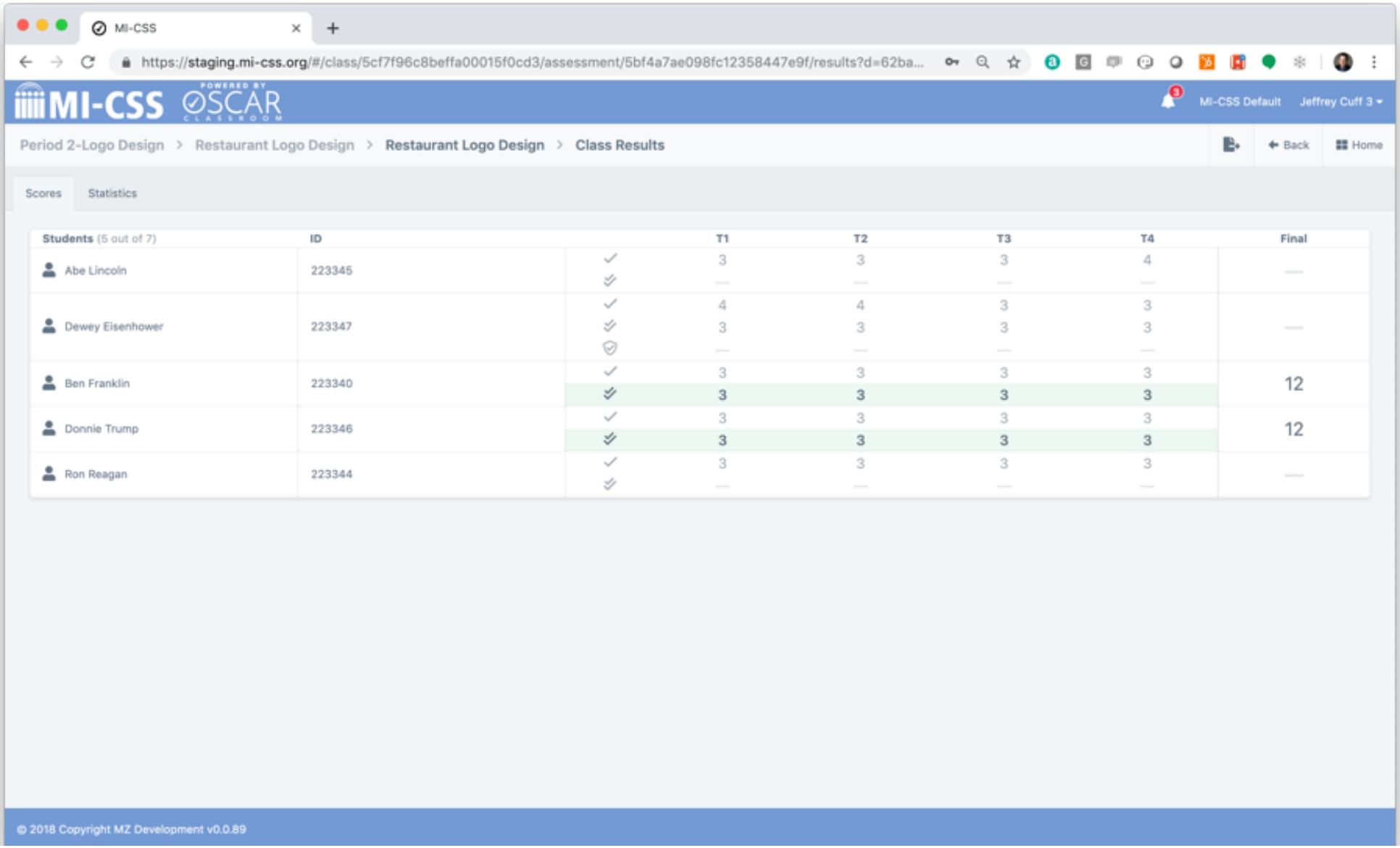
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Classes
Period 2-Logo Design
Restaurant Logo Design
Back
Home
Restaurant Logo Design • V.T210
Students will create their own restaurant logo using imagery to communicate information about the restaurant. After creating the logo, students will write a reflection explaining their use of images to convey meaning in their artwork.
maeia
Class Report
7 out of 7
Students with Work
Unscored
Scored Once
Resolution
Complete
vs.
83.3%
Agreement
(by trait exact)
100.0%
Agreement
(by trait exact/adj.)
66.7%
Agreement
(full exact)
100.0%
Agreement
(full exact/adj.)
29%
29%
Restaurant Logo Design
Students (7)
ID
Dewey Eisenhower 223347
Ben Franklin 223340
Tom Jefferson 223346
Jack Kennedy 223341
Abe Lincoln 223345
Ron Reagan 223344
Donnie Trump 223346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MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Period 2-Logo Design > Restaurant Logo Design > Restaurant Logo Design > Class Results
Back
Home
Scores
Statistics
Students (5 out of 7)
ID
T1
T2
T3
T4
Final
Abe Lincoln
223345
3
3
3
4
Dewey Eisenhower
223347
4
3
4
3
3
3
3
3
Ben Franklin
223340
3
3
3
3
3
3
3
3
12
Donnie Trump
223346
3
3
3
3
3
3
3
3
12
Ron Reagan
223344
3
3
3
3
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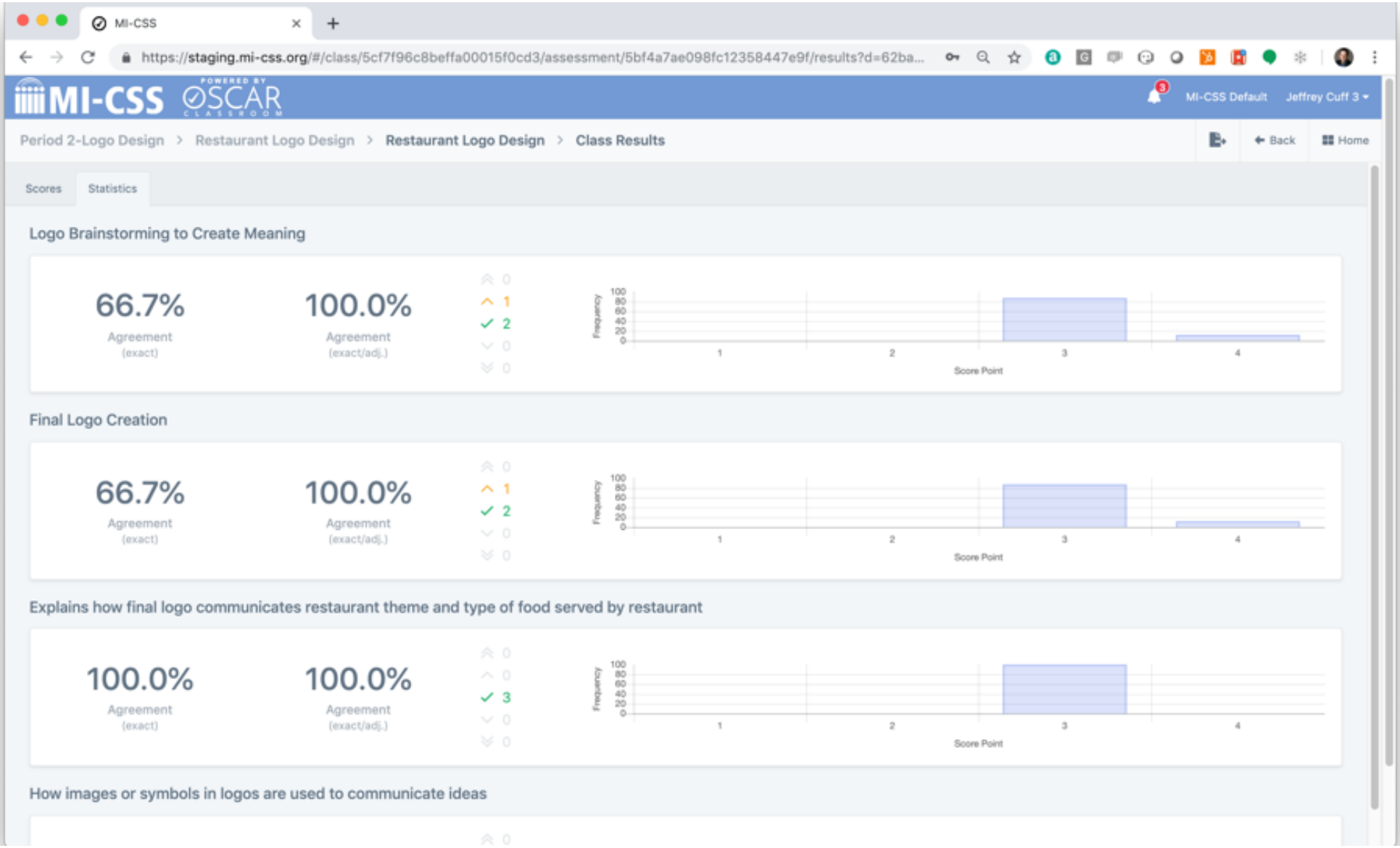
MI-CSS
https://staging.mi-css.org/#/class/5cf7f96c8beffa00015f0cd3/assessment/5bf4a7ae098fc12358447e9f/results?d=62ba...
MI-CSS
POWERED BY OSCAR CLASSROOM
MI-CSS Default
Jeffrey Cuff 3
Period 2-Logo Design > Restaurant Logo Design > Restaurant Logo Design > Class Results
Back
Home
Scores
Statistics
Logo Brainstorming to Create Meaning
66.7%
Agreement (exact)
100.0%
Agreement (exact/adj.)
0
1
2
0
0
Frequency
Score Point
Final Logo Creation
66.7%
Agreement (exact)
100.0%
Agreement (exact/adj.)
Explains how final logo communicates restaurant theme and type of food served by restaurant
100.0%
Agreement (exact)
100.0%
Agreement (exact/adj.)
3
How images or symbols in logos are used to communicate ideas

Dr. Stuart Kahl

Senior Technical Consultant, Kahl Balanced Assessment Practices, LLC

Panel Discussant

Contact Us

MAEIA Project
517-816-4520
maeia.artsed@gmail.com

Ed Roeber
roeber@msu.edu

Heather Vaughan-Southard
hvsouthard@gmail.com