



The Power of Performance Assessment

WS2 MI School Testing Conference

February 11, 2020

Ann Arbor, MI

Workshop Outcomes

- Understand **general characteristics of performance assessment** and **benefits to the learner**.
- **Obtain resources** for developing performance assessments
- Understand when **standardized administration & scoring are important** and **how to accomplish**
- Become acquainted with the **MAEIA model performance assessments** and aware of accompanying tools and resources (emphasis: to demonstrate ed effectiveness)
- Experience **collaborative scoring**
- Obtain **perspectives and resources from subject-matter experts** about development and use of PA's in variety of subject areas.

Today's Agenda

Morning

- Review purpose/outcomes/introductions/warm up
- Characteristic of Performance Assessments
- Subject-specific Perspectives & Resource (introduce)
- Advantages and Challenges of Using/Developing
- Guidelines and Resources Development & Use
- A Model Exists

Afternoon

- Collaborative Scoring – a demonstration
- Subject-specific Perspectives & Resources (2 breakouts)
- Wrap Up and Reflect

Workshop Presenters & facilitators include...

Kathy Dewsbury-White, MI Assessment Consortium

Ed Roeber, MI Assessment Consortium

Heather Vaughan-Southard, MAEIA program/MAC

Julie Murphy & Nikki Mosser, MDE

Anne Marie Nicoll-Turner, Ann Arbor Public School & Kyle Ward, MDE

Mary Starr, MI Mathematics & Science Learning Network & T.J. Smolek, MDE

Dave Johnson, Northern MI Learning Consortium, Susan Palmiter, MDE and Stan Masters, Lenawee ISD/MAC

Jeffrey Cuff, MZ Development

Introductions

Name

Organization

Role

Warm up....

- When have you experienced a performance assessment as a learner used effectively?
- What about the construction of the task, &/or the way it was used contributed to it being effective?

Article Read

Reading Protocol

✓ = Makes sense; affirms my thinking

! = “aha”; new insight.

? = Raises a question, challenges my thinking.



Performance Assessment – What is It and Why is it Useful?

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Performance Assessment – What is It and Why is it Useful?

GENERAL CHARACTERISTICS OF PERFORMANCE ASSESSMENT ACROSS DISCIPLINES

Characteristics of Performance Assessment

- a. Students create, perform, or present something on their own, which can be evaluated
- b. Performance may be a simulation of a real-life skill
- c. Products of performance assessment can be of many types
- d. Time to produce or prepare to present may be short or extended (one class period to several class periods or days/weeks)
- e. May be done in class, outside of class, or both
- f. Students may work alone or with other students
- g. Requires a standardized means for scoring - a checklist, rubric, or some other means

Examples of Generalized Characteristics of Performance Assessment in the Disciplines

- Arts – Visual Arts Create (Artist Pop Can Label; Ad Campaign)
- English Language Arts – Written Text Analysis (Rhinoceros)
- Mathematics – Calculation (Area)
- Science – Investigation (Oil Spill Cleanup)
- Social Studies – Investigation (Great Lakes Water Public Discourse)

ACTIVITY

*Handout - Generalized Characteristics of
Performance Assessments*

Review one teacher booklet

Code the booklet using a.-g. where/if
you find evidence of described
characteristics

Turn to a neighbor, share your
findings

**Choose
from the
desk
reference
sets of
PA's on
your
tables**

INTRODUCING SUBJECT-SPECIFIC RESOURCES & PERSPECTIVES

The citations to sample repositories of performance assessments are provided to provide examples of existing performance assessments in the subject area. WS2 MSTC 2020 presenters are not prioritizing the use of, or expressly endorsing, these sites and repositories over others.

Performance Assessment in the Arts

Heather Vaughan-Southard, MAEIA PL Director hvsouthard@gmail.com

Arts standards are organized into three Strands – create, perform/present, respond. When combined, these three strands constitute the creative process. Performance assessment is a necessary method to assess what students understand as well as what they are artistically able to demonstrate in theatre, dance, music and visual arts.

The MAEIA Performance Assessment in the Arts align to state and national standards

Continued... Arts

MAEIA Offers 360 Performance Assessment in Dance, Music, theatre, and Visual Arts for grade K-12

- [Dance](#)
- [Music](#)
- [Theatre](#)
- [Visual Arts](#)

The [National Core Arts](#) standards features cornerstone assessment in Dance, Media Arts, Music, Theatre And Visual Arts



Performance Assessment in the Arts

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Michigan Arts Education Instruction and Assessment (MAEIA)
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The MAEIA Performance Assessments in the Arts align to state and national standards.
[Michigan Grade Level Arts Standards](#)

[National Core Arts Standards](#)

MAEIA offers 360 Performance Assessments in Dance, Music, Theatre, and Visual Arts for grades K-12.

1. [Dance](#)
2. [Music](#)
3. [Theatre](#)
4. [Visual Arts](#)

The [National Core Arts](#) standards feature cornerstone assessments in Dance, Media Arts, Music, Theatre, and Visual Arts.

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MAC produced for WS2 MSTC 2.11.2020

Performance Assessment in Mathematics

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Kyle Ward, Math Consultant OEAA/MDE wardk2@Michigan.gov

An excellent mathematics program ensures that assessment is an integral part of instruction provides evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement. Principles to Actions: Ensuring Mathematical Success for All NCTM 2014

Standards Referenced

[MDE Math Crosswalks](#) - Claim 3: Communicating Reasoning Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Construct viable arguments and critique the reasoning of others.

[Michigan Math Standards](#) -Construct viable arguments and critique the reasoning of others.

Continued...Mathematics

Sources for Assessment Tasks

[Smarter Balanced Assessment Consortium](#) - Short answer Math sample items

[San Francisco Unified School District Units of Instruction](#) - Milestone activities, unit culmination

[Balanced Assessment Project](#), tasks for K-12 math instruction, some available from Corwin and Teachers College Press Publishers

[Balanced Assessment series](#), Dale Seymour Publishing, 1999-2000, tasks, sample student work, 4 levels of student performance highlighted

[Mathematics Assessment Project](#) (MAPS tasks) a variety of tasks and lessons with open-ended questions for math assessment

2020 Michigan School Testing Conference The Power of Performance Assessment - Math

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[Principles to Actions: Ensuring Mathematical Success for All](#) (NCTM, 2014) -

Assessment. An excellent mathematics program ensures that assessment is an integral part of instruction, provides evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement.

Ann Arbor Public Schools Rubric for Math Claim 3 Tasks

1 point	Make a conjecture	Correct or incorrect conjecture
1 point	Use of math vocabulary	Communicate precisely using math vocabulary appropriately
2 points	Provide evidence to support your conjecture	Formulas, pictures, properties
2 points	Clear and complete mathematical reasoning	Connect the evidence to the problem

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[San Francisco Unified School District Units of Instruction](#) - Milestone activities, unit culmination

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District Dept. Chair for Secondary Mathematics

MAC produced for WS2 MSTC 2.11.2020

Performance Assessment in ELA

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Julie Murphy—Assessment Specialist, MDE-OEAA murphyJ12@Michigan.gov

Passage based writing is one method used to engage students in performance assessment in ELA.

PBW is used on the M-STEP grades 3-7

Standards Referenced

Grade 3 W2 and W8

Grade 4-8 W2, W4, W8 and W9

[MI K-12 Standards ELA](#)

Continued...ELA

Explains MDE's use of PBW On M-Step



The Power of Performance Assessment ELA—Passage-Based Writing (PBW)

Nikki Mosser—ELA Consultant MDE
Julie Murphy—Assessment Specialist

- Presenting information about the Passage-Based Writing that is on the M-STEP.
 - All grades 3-7 have a PBW
 - Informative Writing
 - Explanatory Writing
- Reviewing the standards that the items (prompts) are aligned to.
 - Grade 3 are aligned to W2 and W8
 - Grades 4-8 are aligned to W2, W4, W8, and W9
- Reviewing the kinds of writing that are on the assessment.
 - Narrative Passage
 - Realistic Fiction
 - Poem
 - Informational
 - Biography
- Explaining the range finding process for agreement on scores.
 - Discussion of how exemplars are found
 - Using the range finding method to score new exemplars
- Presenting an example of Passage-Based Writing that can be used as a performance task to be explored within the MI-CSS System.
 - Examine a grade 3 item called, "The Rhinoceros and the Bird"
 - Review the PBW rubric that is used to score the PBW
 - Read the passage and review some exemplars
 - Discuss the reasons for the score points given
- Discussing how to take the examples and turn them into viable prompts to be used with students.

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Performance Assessment in Social Studies

Dave Johnson, Instructional Consultant for Northern MI Learning Consortium

David.johnson.wmisd.org &

Susan Palmiter, Social Studies Consultant, MDE-OEAA palmiterS@Michigan.gov

The MI Social Studies Standards are organized into both content and inquiry and discourse standards at each respective grade level. While the content laden standards indicate the “what”, the “public inquiry and discourse” standards at each grade level are not specific on content. As such, these serve as great research and solution-based standards that can be easily woven in as a performance assessment that encompasses much of the content in a particular grade level.

Standards Referenced are available at

[MI Social Studies Standards](#)

Continued...Social Studies

Examples of Performance Assessment in Social Studies and derived from MI SS Standards can be found at PASST Performance Assessment of Social Studies Thinking
<http://passtmoodle.wmisd.org>

Performance Assessment for Social Studies

Dave Johnson, Instructional Consultant for Northern Michigan Learning Consortium

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Performance Assessments in Social Studies

The Michigan Social Studies Standards are organized into both content and inquiry and discourse standards at each respective grade level. While the content laden standards indicate the "what", the "Public Inquiry and Discourse" standards at each grade level are not specific on content. As such, these serve as great research and solution-based standards that can be easily woven in as a performance assessment that encompasses much of the content in a particular grade level.

MI Social Studies Standards addressed: (Available at www.misocialstudies.org)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.

Examples of P.A.'s

1. PASST - Performance Assessments of Social Studies Thinking – <http://passtmoodle.wmisd.org>

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MAC produced for WS2 MSTC 2.11.2020

Performance Assessment in Science

Mary Starr, Executive Director MI Mathematics and Science Learning Network

T.J. Smolek, Science Consultant, MDE-OEAA

Continued...Science

ADVANTAGES & CHALLENGES ASSOCIATED WITH DEVELOPMENT AND USE OF PERFORMANCE ASSESSMENT

Advantages and Challenges of Using Performance Assessments

Based on the information from the Learning Point, subject perspectives shared and your own prior knowledge and experience consider the advantages and challenges of using performance assessments at each of the following levels:

- State
- Local/District
- Classroom

Group Work



Divide participants into 3 groups...



Each group concentrate on one level of an assessment system:

State
Local/District
Classroom



Complete the T-Chart Handout and be prepared to share out



State Level

Advantages

- Stresses the importance of achieving skills
- Better indication of whether students can apply their knowledge in a meaningful way

Challenges

- Time Restrictions
- State Budget Restrictions
- Highlighting a small number of skills using this method might skew content coverage in the various disciplines



Local/District Level

Advantages

- Determine how students perform on a broader array of skills & application of content knowledge
- More authentic and real-life oriented
- Can add breadth & depth of content coverage to assessment experience for students

Challenges

- Cost of developing assessment
- Cost of scoring
- Time involved in development
- Time involved in scoring
- Commercially available assessments, used by many districts) do not include these types of assessments.

Classroom Level

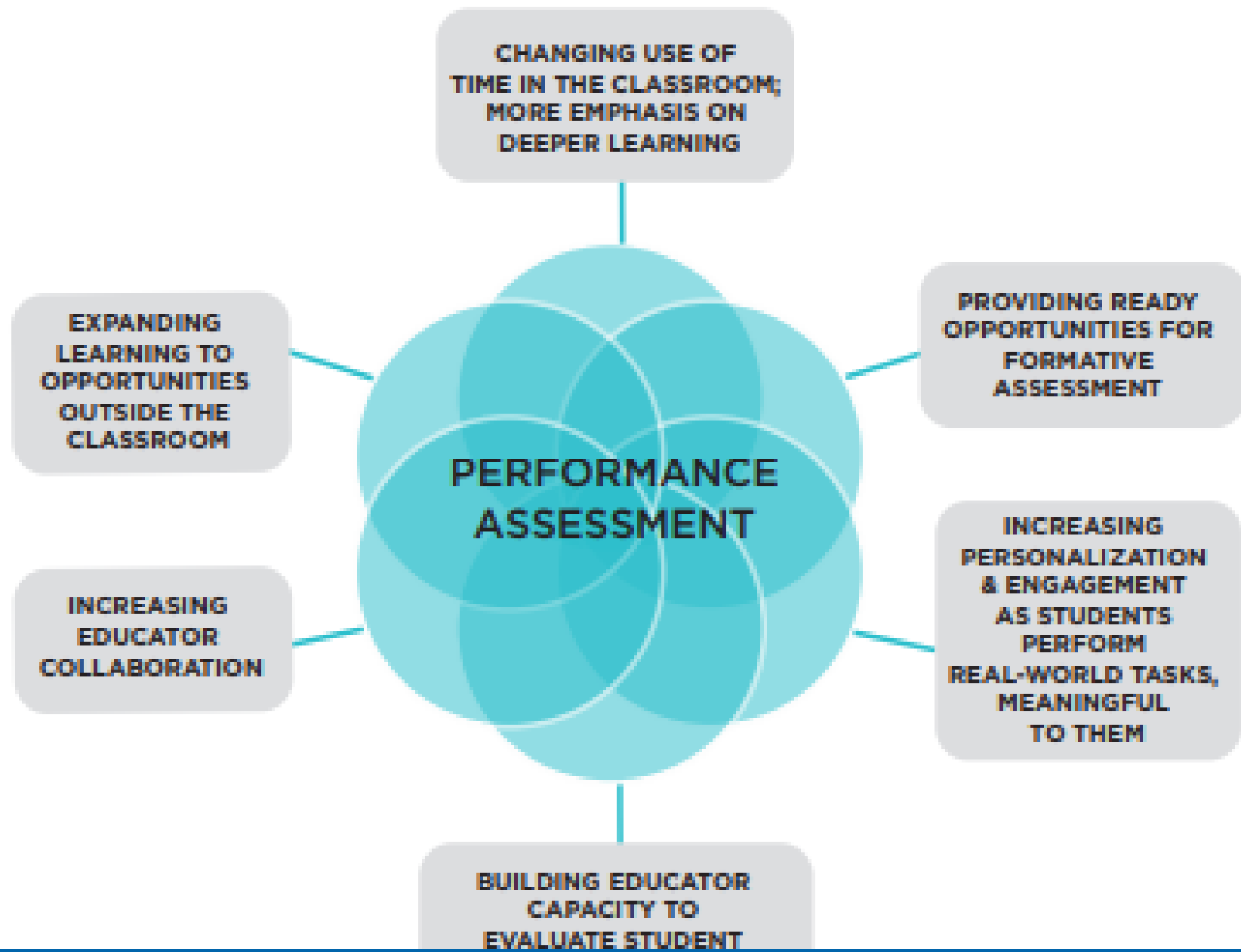
Advantages

- Promote student engagement
- Provide artifacts that can be used for assessment
- Real-life application of content knowledge & skills

Challenges

- Lack of understanding about how performance assessments can be embedded in and support learning
- Lack of good model performance assessments that support high quality, in-depth instruction, aligned to state standards

FIGURE 2. MULTIPLIER EFFECT OF PERFORMANCE ASSESSMENTS



**GUIDELINES & RESOURCES
FOR DEVELOPING
PERFORMANCE ASSESSMENTS,
INCLUDING STANDARDIZING
ADMINISTRATION & SCORING**

Tools & Resources to Support Construction of Performance Assessments



Criteria, Lists, Charts,
Protocols – Handout WS2
MSTC 2020

Developing High Quality
Student Assessments –
Handbook (2018)



ACTIVITY

Handout – Criteria, Lists, Charts, Protocols...

Read through Step-by-Step Process to Design PA's in MAEIA Catalogue

With a partner or in a triad identify any features of construction of the booklet that support standardized administration and scoring

When/why is standardized administration & scoring important?

**Using
same
desk
reference
sets of
PA's on
your
tables**

A Model



MI ARTS EDUCATION INSTRUCTION AND ASSESSMENT (MAEIA) PROJECT



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Michigan Arts Education Instruction and Assessment Project

ADVANCING CREATIVITY IN EDUCATION

The Michigan Arts Education Instruction and Assessment Project (MAEIA) supports Michigan school districts, buildings, educators, and the public in implementing a high quality arts education program in dance, music, theatre, and visual arts for all K-12 students.

For Michigan's young people to be fully prepared when they leave high school for college, career, and life, they will need a complete and competitive education. Research and opinion polls of administrators, employers, parents, and students support the significant impact of an arts-rich education on the whole child.

MAEIA is the first statewide project to create a comprehensive one-stop-shop of tools and resources that can help K-12 districts answer key questions educators are asking:

- What does an exemplary arts program look like?
- Where do I find research that supports the need for quality arts programs?
- What tool would help my district evaluate its arts program?
- What does authentic assessment in the arts look like?
- What tools can I use to have meaningful conversations about arts education in my district?

Data that results from using the MAEIA voluntary tools can be used for assessing student learning or for program and instructional improvement.

MAEIA offers:

- Model assessments for all grade levels and content areas in the arts
- Resources and tools to assist with:
 - program review and goal-setting
 - district and building improvement
 - student assessment
 - educator effectiveness
 - professional learning in the arts

Data drives the school improvement process for math, English language arts, science and social studies. For the arts to become a part of this continuous improvement model, arts educators need to bring data to the table.

MAEIA tools and resources:

■ Michigan Blueprint of a Quality Arts Education

Program is a goal-setting document for arts education program and school improvement purposes. The Blueprint describes the highest standards of successful arts education programs in dance, music, theatre, and visual arts, along seven criteria that align with the Michigan School Improvement Framework.

■ A companion document—the **Michigan Arts Education Blueprint Research and Recommendations**—provides supporting research documentation for each criterion and indicator in each arts discipline.

■ **Michigan Arts Education Program Review Tool** is a self-study tool that educators and others can use to analyze and reflect upon the status of their districts' and schools' arts education program, and can become the basis for enhancing the arts education program in the context of school improvement.

■ **Michigan Arts Education Assessment Specifications** is a set of standards-based recommendations and models for the creation of appropriate assessments in the arts. This document outlines the purposes and uses of assessment in the arts, and provides more specific information on how to accurately use MAEIA arts education assessments.

■ **MAEIA K-12 Model Assessments** are a catalogue of 350 performance events and performance tasks that are curriculum-embedded and aligned to Michigan Standards and National Core Arts Standards. The voluntary assessments—one of the largest online catalogues in the nation—have been developed and field-tested in Michigan's classrooms for all grade levels K-12 in each of the four arts disciplines.

■ MAEIA K-12 Model Assessment Administration

Manual describes the types of assessment items available and provides guidance on item selection, as well as overall assessment administration and scoring procedures.

Join the Community

Join the MAEIA Community to learn, grow, connect, and contribute to an ongoing conversation about quality K-12 arts education! Visit www.maeia-artsednetwork.org to learn more!



Welcome to MAEIA . . .

We are the Michigan Arts Education Instruction and Assessment (MAEIA) project.

We're changing the landscape of arts assessment for students, educators, and programs.

MAEIA Resources

- Arts Blueprint & a Program Review Tool
- 360 arts assessments in dance, music, theatre, and visual art & a community of like-minded professionals

Purpose of the MAEIA Project

- 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 key element of a well-rounded education



Creating the Context for High Quality Arts Education Programs

Michigan Blueprint
of a Quality Arts
Education Program

Michigan Blueprint
Research and
Recommendations



Michigan Blueprint of a Quality Arts Education Program

Goal-setting document 7 criteria/44 indicators aligned with MI School Improvement Framework.

Alignment of MAEIA Blueprint and Michigan School Improvement Framework (SIF)

A. Student Access SIF Strand I: Teaching for Learning	B. Facilities and Resources SIF Strand II: Leadership for Learning	C. Policies and Accountability SIF Strand I: Teaching for Learning
D. Connections SIF Strand I: Teaching for Learning	E. Professional Learning and Instructional Support SIF Strand III: Professional Learning Systems	F. Community and Cultural Engagement SIF Strand I: Teaching for Learning
G. Program Planning, Review, and Improvement SIF Strand I: Teaching for Learning SIF Strand II: Leadership for Learning		

C. POLICIES AND ACCOUNTABILITY

In a district with gold standard arts education the program adheres to and exceeds the policies and accountability standards currently established by the State of Michigan while actively seeking innovative ways to implement those standards to meet the needs of students as performers, creators, and responders in the fine and performing arts.

C.1. Local School Board of Education Policy

The district has policies approved by the local school board on key areas that impact student learning in the arts, including the arts as a core curricular area, arts instructional time at the elementary and secondary levels, high school graduation requirements in the arts, minimum hiring requirements for certified arts educators, comparable inclusion of the arts in grade point averages, and the use of community or cultural organizations for supplemental arts instruction.

C.2. Early Learning or Pre-K Arts Education Standards

The district has a program that develops, supports, and maintains dance, music, theatre, and visual arts curricula that exceed district and state and meet national standards and policies for early learning or pre-K.

C.3. Elementary and/or Secondary Arts Education Standards

The district has a program that develops, supports, and maintains dance, music, theatre, and visual arts curricula that exceed district and state and meet national standards and policies for the district from K to 12.



MAEIA Program Review Tool

- Self-study tool districts and schools can use to analyze and reflect on the status of their own arts education program
- Consists of questions that schools are asked to fill out (about 75).
- One or more questions are used to measure each Blueprint indicator.



Results can be used as part of the district or building school improvement process.

Framing the Conversation

The Michigan Arts Education Program Review Tool measures school arts programs relative to each element contained in the Michigan Blueprint

So what?

The Program Review Tool is what you use when you show evidence of how you rate compared to the Blueprint and to others. The PRT is one part of a larger process leading to an arts education plan, situated within a school improvement plan.





Overview of the MAEIA Assessments

-
- **Module 2**
 - IN THE MAEIA MODULE SERIES
-



www.maeia-artsednetwork.org



Types of Assessment Items

The model assessments are a combination of **performance tasks**, **events**, and related constructed and selected **response items**.

They are intended to be used over the course of a year, **in conjunction with arts instruction.**



The MAEIA assessment catalogue includes:

Model Arts Education Assessments for Grades K-8

These assessments are available in three grade bands (grades K-2, 3-5, and 6-8) in dance, music, theatre, and visual arts.

Model Arts Education Assessments for High School

These assessments are available in three levels, suitable for first-year, second-year, and third- & fourth-year students in dance, music, theatre, and visual arts.



How can teachers use MAEIA Assessments?

MAEIA
assessments
can be used
in several
ways:

- to inform current instruction
- to improve student learning and achievement
- as a portion of educator effectiveness demonstration
- to improve future instruction and program improvement



Why Collaborative Scoring is Important: how it fits with use of MAEIA Performance Assessments...

Here are some of the questions educators encounter while participating in the MI-Collaborative Scoring System (MI-CSS) and have reported great value in their findings.

- How do I know what is good quality?
- Do other educators see quality in the same way I do?
- What biases do I hold when scoring the work of my students?
- How can I gain more objectivity in the scoring process?
- Where do I find like-minded educators?



Using the MAEIA Assessments to Demonstrate Educator Effectiveness

-
- **Module 8**
 - IN THE MAEIA MODULE SERIES
-



Michigan Arts Education
Instruction & Assessment
Advancing Creativity in Education

www.maeia-artsednetwork.org



MAEIA Educator Effectiveness Methods

Each MAEIA assessment is designated for use in one of these methods:

Method 1

Test-retest in the same school year

Method 2

Test-retest in adjacent school years

Method 3

Select examples of student performance to show student achievement – the “new old-fashioned way” of demonstrating student proficiency



Documenting Teacher Instruction

You may want to create a log of what you did instructionally on each content standard assessed.

- A concise narrative summary of this for your supervisor would make it most useful.
- The log and summary may be written, or you may use video of classroom instruction, student work, and student reflections on the assessment in the classroom.

Collaborative Scoring of MAEIA Assessments

The Michigan Collaborative Scoring System (MI-CSS), powered by OSCAR Classroom, is an online platform for arts educators to collaboratively score student responses to performance assessments.









Michigan Collaborative Scoring System (MI-CSS), powered by OSCAR Classroom

Performance assessment is one of the most useful forms of student assessment, and teacher collaborative scoring of student work is among the most powerful forms of professional learning for teachers.

Now arts educators can administer MAEIA performance assessments, then use our new online platform—Michigan Collaborative Scoring System (MI-CSS), powered by OSCAR Classroom—to collaboratively score student responses with reliability achieved through peer review. MI-CSS enables teachers to view, score, and comment on their own student work and that of colleagues in their discipline elsewhere in Michigan.



Quick Links

-  [Directions for MI-CSS Registration](#)
-  [MI-CSS Registration Form](#)
-  [MI-CSS Login](#)
-  [Executive Summary of MI-CSS Presentation](#)
-  [OSCAR Classroom Overview](#)
-  [OSCAR Classroom Video](#)
-  [About Collaborative Scoring Teams](#)
-  [MAEIA Performance Assessments](#)

<https://maeia-artsednetwork.org/collaborative-scoring/>

MAEIA Professional Learning

- MAEIA modules on the website
- EduPaths courses
- MAEIA Leadership Fellows
 - Check the MAEIA calendar
- MAEIA Institute- June 22-July 31, 2020
 - Arts Educators and Administrators
 - Virtual work with 1 face-to-face meeting

MAEIA Project

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Pause

Reflection and Resources

Generate list of solutions to challenges inherent in developing/using Performance Assessments

Note resources available and/or needed, solutions generated



What is collaborative scoring? Why can it be so valuable?

One of the most valuable professional learning activities teachers can engage in is the formal use of performance standards for common student assessments to gauge the performance level of students. This value can be found in several aspects of their scoring.

What is Collaborative Scoring?

Collaborative scoring occurs when each piece of student work is scored by one or more teachers working independently. Collaborative scoring is a means to assuring that student work is judged reliably by teachers who are trained in the use of high-quality assessment prompts, scoring rubrics, and the collaborative process to be used.

If a group of teacher-scorers are used in scoring, pairing of teacher-scorers may be randomized, so that teacher-scorer 1 may score the work of student 27 with teacher-scorer 6, and then score the work of student 38 with teacher-scorer 4, and so on. Thus, in the course of scoring the work of a group of students, teachers may be anonymously scoring student work with most, if not all, other teacher-scorers.

Why is this important? In more formal scoring sessions, the agreement of each teacher-scorer with other scorers is tracked. This "inter-scorer reliability" is a measure of whether each teacher-scorer is scoring student work in agreement with other teacher-scorers. Teacher-scorers who don't agree with the others sufficiently are given additional training and then subsequently monitored to assure that they score reliably.

What are the benefits of collaborative scoring?

There are several potentially beneficial aspects of collaborative scoring:

1. Teachers are exposed to high-quality assessment prompts that are known to produce a range of student responses sufficient for collaborative scoring.
2. Teachers develop familiarity with the scoring rubrics or scoring criteria that will be used to judge the work of students. Explicit scoring standards might be useful to teachers as they consider what constitutes high-quality student work. In addition, teachers are engaged in an extended discussion of how to apply the scoring rubric or criteria to judge student work.
3. Teachers examine actual samples of student work associated with each performance level of the scoring rubrics or scoring criteria. The samples of student work help teachers not only to more reliably judge the work of
- students, but also to internalize "success criteria" they can use as they provide instruction to students in the future. The student samples can then be used to conduct assessments in their classrooms. This can prompt teachers to set higher standards for both classroom instruction and classroom assessment.
4. The training and scoring process can provide the opportunity for these teachers to "re-set," if needed, their internal definitions of quality. This happens when teachers observe both intuitive and explicit evidence that their internal standards for what constitutes high-, moderate-, or low-quality student work are not in agreement with their colleagues.
5. Following the scoring process, teachers can discuss the implications for classroom instruction and thus deepen their understanding of the relationships

FIGURE 1 Types of scoring rubrics or criteria

Holistic rubrics – This type of scoring generally results in a single overall score being applied to a piece of student work. This rating might be numeric (e.g., 4, 3, 2 or 1) or use performance labels such as "advanced," "proficient," etc.

Analytic rubrics – In this type of scoring, multiple dimensions that describe different aspects of student work are used in scoring. These dimensions are to be rated and recorded separately, although a total score across all dimensions might also be computed.

Checklists – In this type of scoring schema, the scorer answers "yes" or "no" for several aspects of student writing (for example, whether key aspects of student writing are present in a persuasive essay that students were asked to write). The total number of "yesses" might serve as a total score, although the response to each item on the checklist might also be reported.

©January 2020 | This information is aligned with the Assessment Literacy Standards at michiganassessmentconsortium.org

Reading Protocol

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Collaborative Scoring and Performance Assessment: A Demonstration

**MI COLLABORATIVE SCORING
SYSTEM (MI-CSS) *POWERED BY
OSCAR CLASSROOM***

Why MI-CSS?

- Teacher scoring of student work is some of the strongest professional learning that educators participate in
- Teacher independently-scored assessments may produce trustworthy (reliable) information
- Centrally-scored assessments (via an independent vendor) produces much more trustworthy scores, but is very expensive
- Assessments such as MAEIA would be incredibly expensive to score centrally
- The goal of MI-CSS is to provide independent scoring of student work by Michigan's teachers at lower cost than central scoring
- How might this work in other disciplines?

Break Out A

SUBJECT-SPECIFIC BREAKOUTS PERSPECTIVES AND RESOURCES TO SUPPORT DEVELOPMENT & USE OF PERFORMANCE ASSESSMENTS

Break Out B

SUBJECT-SPECIFIC BREAKOUTS PERSPECTIVES AND RESOURCES TO SUPPORT DEVELOPMENT & USE OF PERFORMANCE ASSESSMENTS

WRAP UP

THANK YOU
***JOIN MAC IN THE LOUNGE FOLLOWING
THIS WORKSHOP***