The Power of Performance Assessment: an Arts Assessment Program as a Model for All Disciplines

'

Michael Letts, Northern Michigan University
Edward Roeber, Michigan Assessment Consortium

Overview of the Presentation

- This presentation was given at the CCSSO National Conference on Student Assessment, 2015, by Kathy Dewsbury-White

- Today, we'll discuss the MAEIA arts assessment in the context of how instructionally-embedded performance assessments can help teachers and students

- We'll also show the work of some of the teachers and their students who participated in the MAEIA field tests

Session Outcomes

Show how performance assessments are being developed and integrated into a state assessment system.

Demonstrate a continua of resources for one discipline (and how, when linked together) has potential to improve educational programs and practice.

Consider utility of performance assessments across disciplines.

MICHIGAN'S PERFORMANCE ASSESSMENT STORY

Purpose of MAEIA

MI Arts Education Instruction & Assessment project

To strengthen arts education programs through the following:

Defining those criteria that make the strongest arts education programs

Enabling districts to review their own programs against those criteria

Providing information about what indicators will strengthen their programs

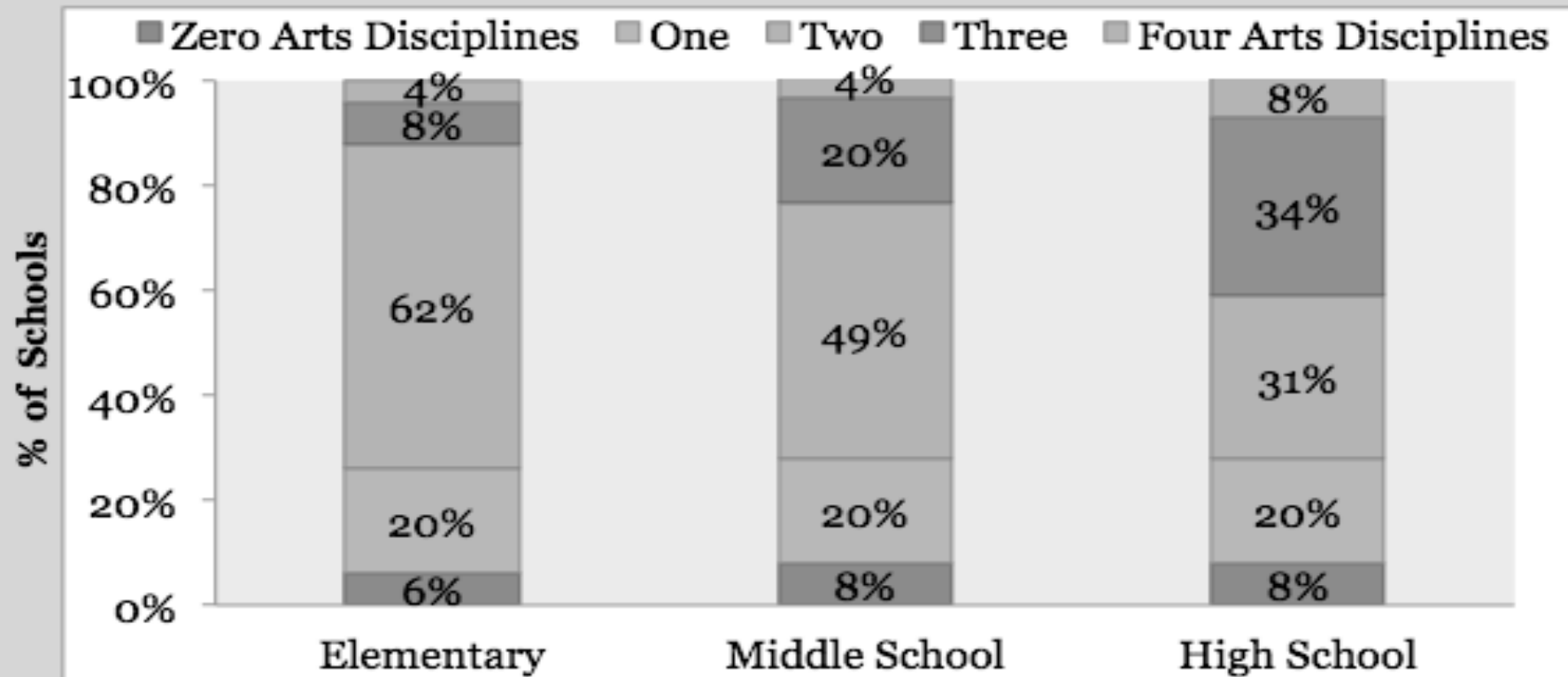Defining what constitutes strong assessments in dance, music, theatre and visual arts

Providing models of those types of assessments

Context In Michigan for MAEIA

- 2012 Arts Census data released, MI Youth Arts Policy Forum Recommendations

- 2011 State Board of Education approves updated MI Arts Standards

- One time designated legislative funds for creation of measures for subjects and grades not tested by (then MEAP, projected SBAC, now M-STEP).

- Educator effectiveness legislation undergoes changes (student growth – as demonstrated by the teacher is embedded in recommended language).

Number of Arts Disciplines Offered

Legend: ■ Zero Arts Disciplines ■ One ■ Two ■ Three ■ Four Arts Disciplines

% of Schools

Elementary: 4%, 8%, 62%, 20%, 6%

Middle School: 4%, 20%, 49%, 20%, 8%

High School: 8%, 34%, 31%, 20%, 8%

*108,000 students are without access to arts education in Michigan.

Q1A: The total number of courses offered in EACH arts area for the 2011/2012 school year. Do not include non-arts courses that have an arts component. Count all curricular courses that meet at least the equivalent of 30 days (an average of once per week).

This is one data set from the 2011 Arts Census conducted by Quadrant Arts Education and Cypress Research Groups for the State of Michigan.

MAEIA Resources Designed to Advance Recommendations Resulting from MI Youth Arts Forum
– based on MI Arts Census Data - 2012

	MAEIA Blueprint	MAEIA PRT	Model Assessments	PL for Admin & Scoring
Access for All		x		
Accountability		x	x	
Policy	x	x		
Strategic Plan	x	x		
Assessment System			x	
Funding	x			
Identification Schools		x		
Prof. Learning	x		x	x
Course Weight	x			
Target Resources	x	x		

Resources developed for
MI Arts Education Instruction &
Assessment Project

RESOURCE	PURPOSE
Program Blueprint	Share Understanding– Quality Programming
Research & Recommendations	Indicates "who says" *what* constitutes quality
Program Review Tool	Permits self-study, baseline data collection at program level
Assessment Specifications	Roadmap/vision for assessment development in the disciplines
Performance Assessment Inventory K-12, 4 art disciplines	Model tasks & events, embed in curriculum & instruction plans, voluntary use.

MAEIA TOOLKIT, FACILITATION GUIDE AND RESOURCES

maeia

advancing creativity in education

Supplemental Presentations

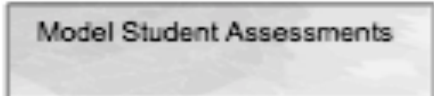| Topic	Components	Resources
School Improvement	▪ Power Point slides ▪ Process Agenda	
21st Century Skills	▪ Power Point slides ▪ Warm-up exercise ▪ Processing Activity	P21 Arts Skills Map & Map Resources P21 Common Core Toolkit – A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills Raising "Art Smart" Students in the 21st Century – An introduction to 21st Century workplace skills and why they matter to "art smart" parents "Rethinking Technology & Creativity in the 21st Century: On Being In-Disciplined" The Skills Connection Between the Arts and 21st Century Learning Preparing 21st Century Students for a Global Society – *Teacher's Guide to the 4 C's*
Arts Integration	▪ Power Point slides	Defining Arts Integration – (2010) *Authentic Connections:* Interdisciplinary Work in the Arts (2002)
The Creative Process	▪ Power Point slides	Defining Arts Integration – (2010) Creativity on the Run: 18 Apps that Support the Creative Process ARTS Education in Michigan – Fostering Creativity and Innovation – (2012) Research Report and Recommendations
Arts Advocacy	▪ Power Point slides ▪ Plan the Change You Want to Create. (Exercise) ▪ Arts Advocacy Begins with Belief (Exercise)	Arts Advocacy Pinterest page http://www.pinterest.com/EllenJayeBenson/arts-advocacy/ Arts Education Advocacy Toolkit
MAEIA Research and Recommendations	▪ Power Point slides	MAEIA Research & Recommendations Document

MAEIA Resources Combine for Quality Programming and Improved Practice
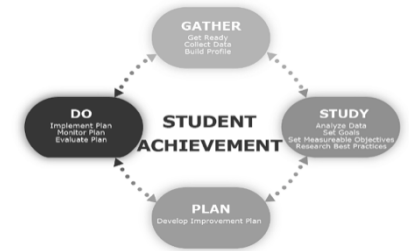
## Study quality arts education

 1. Michigan Blueprint of a Quality Arts Education Program

 2. Michigan Blueprint of a Quality Arts Education Program: Research & Recommendations

Gather data on arts education program & student learning

 3. Arts Education Program Review Tool

 4. Model Assessments and Assessment Specifications Document Debriefing the Art Education Hopes and Visions Collage Performance Event

**Program Blueprint
Research &
Recommendations
Program Review Tool**

**Combine to Support
School/Program
Improvement**
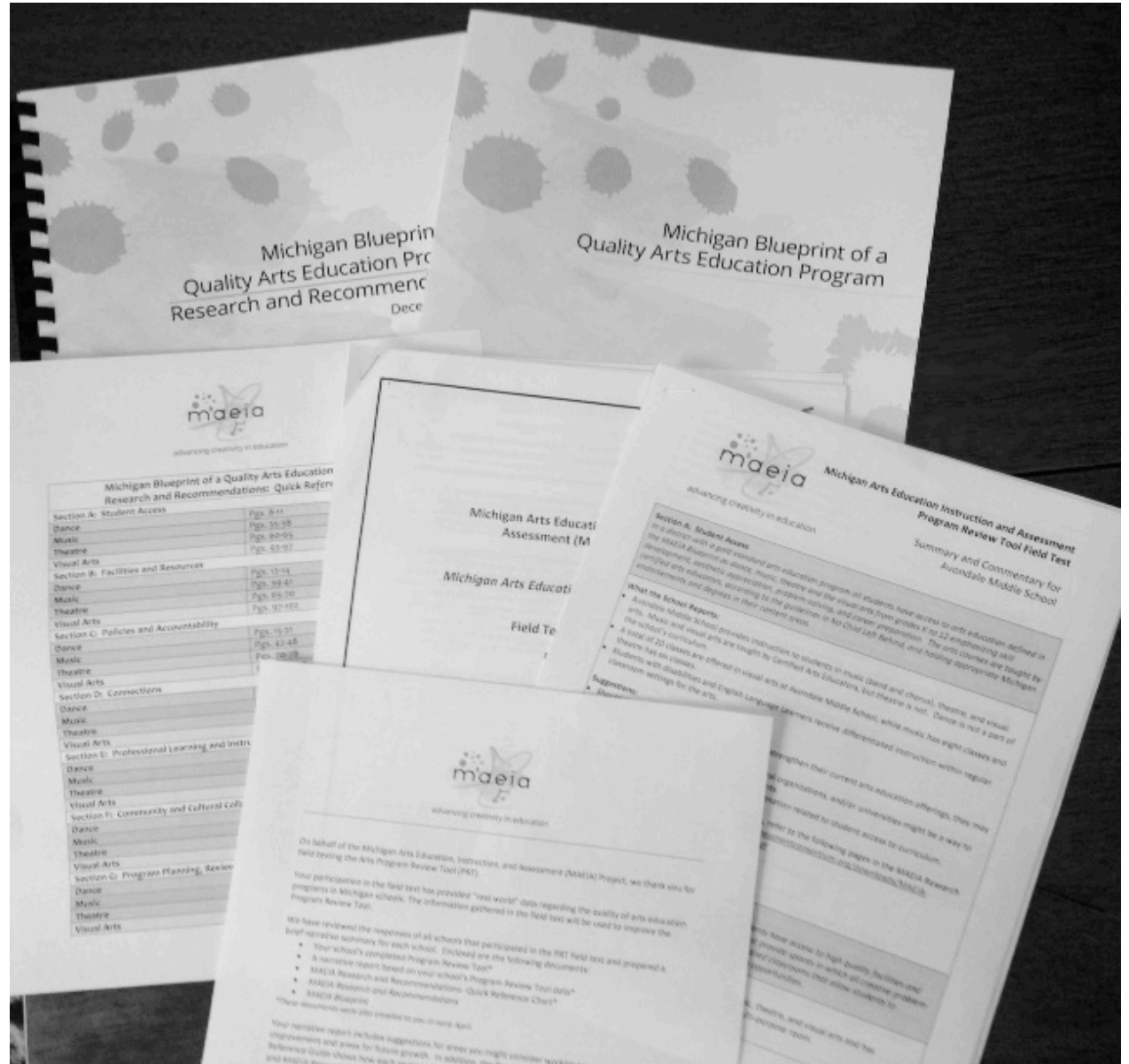
CATALOGUE OF INVENTORY: THE MAEIA PERFORMANCE ASSESSMENTS

Types of Assessment Items

Performance Tasks

Performance assessments carried out by individual students or small groups of students over time (days, weeks, months)

Performance Events

Performance assessments that are administered "on-demand," without any or just a brief amount of rehearsal time.

THEATRE EVENTS											
GRADES 3-5											
Discipline	Item type & Number	Short Item Descriptor	Grade Range	Grade 3	Grade 4	Grade 5	MAEIA Performance Standard	Content Standard (MI Benchmark)	Create (C) Perform (P) Respond (R)	Requires Recording	Total Time
Theatre	T.E201	Vocal Expression	2			X	TH.EL.P.1	ART.T.I.EL.1 ART.T.I.5.1	P	Yes	1
Theatre	T.E202	Talking Statues	2			X	TH.EL.P.1	ART.T.I.5.1 ART.T.I.5.2	P	Yes	1
Theatre	T.E203	Recite Nursery Rhymes Using Various Emotions	2			X	TH.EL.C.3	ART.T.II.EL.2 ART.T.II.5.2	C	No	1
Theatre	T.E204	Exploring Character Relationships	2			X	TH.EL.R.1	ART.T.III.EL.1 ART.T.III.5.1	R	No	1
Theatre	T.E205	Role-Playing Party	2	X			TH.EL.R.1	ART.T.III.EL.2 ART.T.III.3.2	R	Yes	1
Theatre	T.E206	Everyday Pantomime	2			X	TH.EL.R. 1	ART.T.III.3E ART.T.III.5.3	R	Yes	2
Theatre	T.E208	Every Object Tells a Story	2		X		TH.EL.R.1	ART.T.III.EL.4	R	Yes	1+
Theatre	T.E209	Alternative Aesop's Fables	2			X	TH.EL.R.1	ART.T.III.EL.4 ART.T.III.5.4	R	Yes	2
Theatre	T.E210	Critiquing Reader's Theatre Performance	2			X	TH.EL.R.1	ART.T.III.EL.5 ART.T.III.5.5	R	No	1

Sample Section of Catalogue of Inventory K-8 Theatre Performance Events Grades 3-5

Total Current Catalogue of Inventory = 136 High School Performance Tasks & Events; 183 K-8 Performance Tasks & Events - Across 4 Arts Disciplines

Anatomy of an Item

Michigan Arts Education Instructional and Assessment Program
Michigan Assessment Consortium

maeia

VISUAL ARTS Assessment

Performance Event V.E406
Review Your Portfolio

High School
Level 3

Teacher Booklet
Teacher Directions
Student Directions
Teacher Scoring Rubric

OVERVIEW AND OUTLINE OF THE PERFORMANCE EVENT

Students will review their portfolios of work by going through a process of critique that leads them to selecting what they consider to be their most successful and least successful work.

This assessment has two parts to it:

o Part 1–Portfolio Critique
o Part 2–Artist Statement on Selected Works

SUGGESTED TOTAL TIME

This assessment should take one 50-minute class period to complete.

LIST OF MATERIALS REQUIRED

The following materials are required for this assessment:
o Student Booklets
o Pens or pencils
o Student portfolio with at least three to six works in it

ASSESSMENT SETUP

This assessment should take place in the art classroom. Each student will need a Student Booklet and his or her portfolio of work (either digital copies or actual copies of the work).

DETAILED SCRIPT WITH TEACHER AND STUDENT DIRECTIONS

Directions for teachers are in regular type. Directions to be read to students are in **bold**.

Students are asked to look at their own work and assess their completed pieces through a portfolio critique. This exercise demonstrates the important studio habit of self-reflection.

Michigan Student Learning Standards Assessed

Performance Standard(s)	VA.HS.P.1–Students can intentionally select and apply materials and organizational principles to solve specific visual arts problems.
Content Standard	ART.VA.I.HS.4–Exhibit, present, and publish quality works of art.
VPAA Guidelines	P.4 Perform–Present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience.
Intended Students	Third and fourth year (Level 3) visual arts students

TEACHER SCORING RUBRIC

Dimensions	1	2	3	4
Explanation of Selection (Best/Worst) Student demonstrates the ability to self-critique and assess what makes work successful or unsuccessful.	Student ineffectively explained what did and did not work in his or her selections, using his or her artwork and the criteria of creativity, craftsmanship, composition, and communication of content in his or her writing.	Student somewhat explained what did and did not work in his or her selections, using their artwork and the criteria of creativity, craftsmanship, composition, and communication of content in his or her writing.	Student adequately explained what did and did not work in his or her selections, using their artwork and the criteria of creativity, craftsmanship, composition, and communication of content in his or her writing.	Student effectively explained what did and did not work in his or her selections, using their artwork and the criteria of creativity, craftsmanship, composition, and communication of content in his or her writing.
Explanation of Composition and Design Student demonstrates the ability to apply the elements and principles of design.	Student ineffectively explained what makes a successful piece of art and what does not.	Student somewhat effectively explained what makes a successful piece of art and what does not.	Student adequately explained what makes a successful piece of art and what does not.	Student effectively explained what makes a successful piece of art and what does not.
Use of visual vocabulary Student references art using a visual vocabulary.	Student ineffectively explained ideas without visual vocabulary or reference to his or her art.	Student somewhat effectively explained ideas using some ideas using a visual vocabulary and reference to his or her art.	Student adequately explained ideas using a visual vocabulary with some reference to his or her art.	Student effectively explained ideas using a visual vocabulary and reference to his or her art.

[This is on page 4 of the Student Booklet. Response space has been condensed.]

ARTIST STATEMENT

Use the checklist below to write your artist statement in the space below. Refer to the Teacher Scoring Rubric on page 3 as you prepare your response.

☐ Explanation of Selection (Best/Worst)
☐ Explanation of Composition and Design
☐ Use of Visual Vocabulary

# Sample Student Work: Review Your Portfolio – Artist's Statement/ Reflection

Best - Race Car

It this piece I used printed old newspaper articles and pen and ink. First I selected articles I found that talked about my grandpa racing. I carefully placed them all over the background in a certain way that it would compliment the drawing I was going to add. Once I had the articles down, I drew the race car almost at the bottom of the page. I did this because I knew I was going to add something special to top in memory of him. I completed the drawing using only pen and ink. I did a variety of techniques though; pointillism, cross hatching, and even scribbles. After finishing the car I realized the contrast between the articles and the car were just not going well together. To fix this, I decided to lightly shade over the whole background so there was no plain where areas. This did not take attention away from the car, which is one thing I was worried about. I think this piece makes me feel so successful because I put a lot of time, effort, thinking and problem solving, and added my own person feelings into it. My favorite part of this piece is the small set of angel wings and halo in the top right corner. I think I showed good composition in how I placed the different things throughout the picture and also made sure I evened out the highly contrasting objects. The different shading techniques I used make the car look more realistic I think. Some things I could have done different are the placement of the 67 flags that are in the background, some draw more attention to them than I'd like. I should've lightened them up before printing them for my project. This project was not influenced by any other art I'd seen. My teacher assigned a images and words project and that was all. I created this because my grandpa had just passed away months before and I wanted to make something beautiful in memory of him.

Worst - iPhone

This project is from my earlier years in art class. It was to pick an object and draw it from many different views. I picked to draw my iPhone because I thought it would be something easy. When I drew this I did not know much about shading or contrast, as you can tell. In each angle that I drew I did not show much detail in the object and shaded them all very poorly. This piece shows me how much better I have gotten at shading and understanding the principles of design. The angles I had chosen did not show good composition even, you can barely tell what is in some of the squares. This piece is not successful because of all the things I know now that I should have done. If I were to be assigned this project today, I know I could do it a lot better with the knowledge I have about art now.

Amara
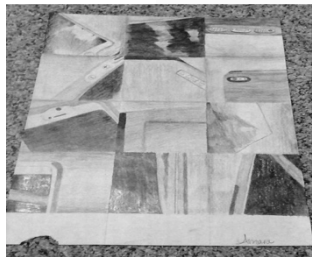
Student Work

United

Although there are seven different continents, along with many different religions, it will one day be possible to live amongst one another in peace.
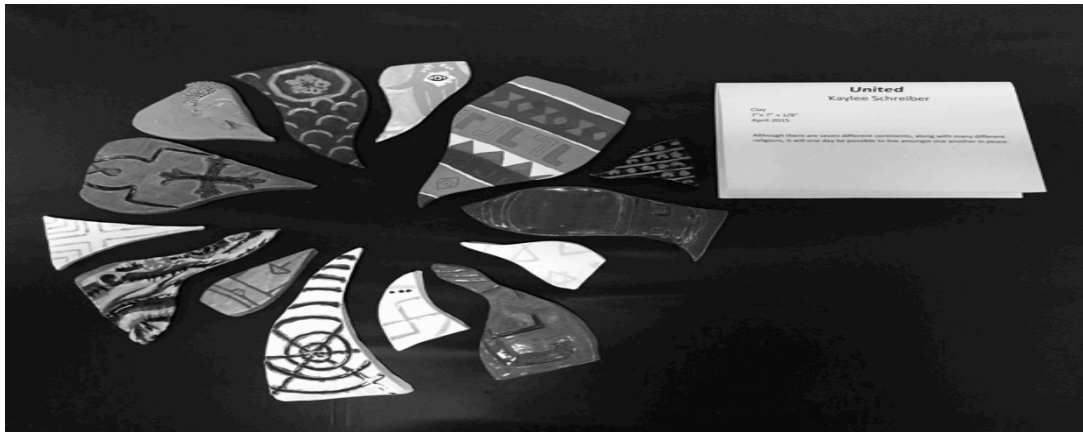
Visual Arts Assessment Performance Task V.T401
Creating Multiple Clay Sculptures in a Series

Task Description: After looking at and reflecting upon the art of three contemporary sculptors, students will design a clay sculpture grouping consisting of multiple (three or more) but similar pieces. The sculpture must communicate an idea, emotion or experience without using representational forms.

Performance Standard V.A. H.S. P.1 Students intentionally select and apply materials and organizational principles to solve specific visual arts problems.
Content Standard ART.VA.I.HS.2. VPAA Guidelines P. 1 NCAS: _____Level 1 students

Outline of the Performance Task:
Part 1–**Assessment Questions** (Day 1)
Part 2–**Researching and Designing** (Day 1)
Part 3–**Creating Your Sculpture Grouping** (Days 2–5)
Part 4–**Reflection** (Day 6) Note: You have the option of closing the assessment at this time or delaying the Reflection until after the drying/firing/glazing/re-firing process occurs.

Permissioned Prompt Material:
PowerPoint, showing the work of sculptors Tara Donovan, El Anatsui, and Andy Goldsworthy, is available at: http://www.slideshare.net/ljohnson60/sculpture-with-multipleslinks to learn even more about the three sculptors:
o   Tara Donovan https://www.youtube.com/watch?v=Wf-GcmhlFRU
o   El Anatsui http://www.pbs.org/art21/artists/el-anatsui 18:30-35:00 on video
o   Andy Goldsworthy at:
    http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html

Suggested Total Time – 2-4 weeks
Materials Required – booklets, pens/pencils, drawing papers, computers, clay, clay working tools
Assessment Setup: space for clay hand building, drying, firing and glazing.
Detailed Script for Administration: 2 pages (not included)

© 2014 by the Michigan Department of Education.

Developing MAEIA

WHO

- MAC Coordinates, **MAC** in partnership with DRC **DRC**

  for MDE

- MAEIA Project Management Team (envisioned 3-5 year project)

- Arts Education Field Expertise + Shoulders of NCCAS

HOW

- Draft/Develop, In-depth & Public Review, Disseminate, Provide PL, Field Test, Identify Exemplars, Revise, Publish (each resource).

Tasks and Events returned post field testing, exemplars identified & final revisions will be made…Last Step!

Dance educators identify performances to serve as exemplars

Visual Arts educators reviewing field tested student work

Visual Arts Task Included student artifacts, pop cans

Danielle Benson-Fennell Art Teacher Mona Shores High School, Norton Shores, MI

One performance task I field tested was called, Extreme Selfie. It was a 3 week digital art assessment focusing on how students view themselves and their personal challenges and how they think others see them. They shot with b/w film and ½ digital. They reflected on their draft as well as their final work. Their work was exhibited. I decided to extend the assessment, but even then the kids and I were sad to see the assessment end.
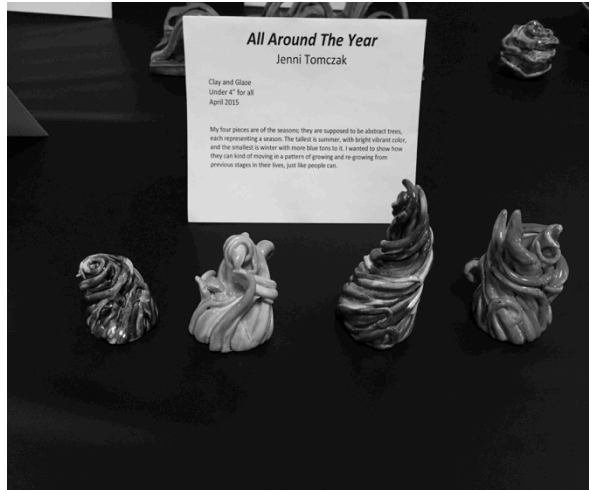
Amy Pobanz Art Teacher John Glenn High School Bangor, MI

The MAEIA assessments make you grow as a teacher and re-evaluate your instructional practices. The assessments become part of your teaching tool box. I picked items that I wouldn't ordinarily do, for instance Sculptures with Multiples, my students far surpassed my expectations. Grading in the visual arts can be very subjective. How do you measure creativity? MAEIA is very brave for creating tools to assess the creative process.

Common Concerns About PA's

Concern	MAEIA Status/Response
Task Quality	Assessment Specifications first, assessment expertise + disciplinary expertise, Create/Perform/Respond, Review/Revision Process
Scoring Quality/ Consistency	Scoring Guidance, Exemplar Identification & Posting, Revising/Refining Rubrics & Scoring Tools
Reliability	Administration Scripted, Exemplar Identification, future module in virtual course about scoring, & use of. Catalogue of Inventory all developed same parameters
Time	Nested in existing curriculum/instruction plans over course of the academic year.
Expense	Labor intensive in initial development. Peer scoring, self scoring (investment is in human capital, not state secure administration & reporting).

It's true performance assessments are powerful in all disciplines – but these dance educators have exceptional enthusiasm for their use.

Documents & Resources Referenced

- The MAEIA Program Brochure
- The MAEIA Program Blueprint
- Compendium of Research & Recommendations
- Program Review Tool
- Assessment Specifications – Version 7.5
- K-8 Catalogue of MAEIA Performance Assessments
- High School Catalogue of MAEIA Performance Assessment
- Educator Effectiveness – Appropriate Use of MAEIA Assessments

http://www.michiganassessmentconsortium.org
http://mi-arts@wikispaces.com
www.nationalartsstandards.org