Using MAEIA Assessments to Demonstrate Educator Effectiveness

Version 5.4 | September 2017

LETTER FROM THE MICHIGAN ASSESSMENT CONSORTIUM

Dear Educator:

We hope that you find the Michigan Arts Education Instruction and Assessment (MAEIA) assessments useful for guiding your instruction in the arts and in documenting student achievement. This guide is intended to describe how the MAEIA assessments can be used to document student growth using performance assessment information, one part of fulfilling state requirements for demonstrating the effectiveness of educators by using assessment information in educator evaluation.

A large pool of project-based performance assessments has been created by the MAEIA project. This work was commissioned by the Michigan Department of Education, and is being coordinated by the Michigan Assessment Consortium (MAC) and Data Recognition Corporation (DRC). A large number of Michigan and national arts educators and assessment specialists worked to create the assessments.

These are model assessments. Their use is voluntary. You should select the ones that you feel fit with your planned instruction. If the fit is not exact, feel free to adapt the assessments as necessary to improve their usefulness to you and your students.

Several suggested ways to use the MAEIA assessments to document student learning are explained in the guide. The individual assessments can be used in pre- instruction/post-instruction, or used *while* instruction is occurring, providing students with independent projects that they can work on while instruction is taking place. This is the choice of the teacher.

In addition, we have suggested how you can:

- document the instruction provided to students:
- summarize the instructional and assessment information to clearly document what steps you have taken to teach the skills related to the assessments; and
- present the student achievement information and related student work.

We hope that they will be useful to you and other local educators as you examine your arts education programs and students' achievement, and plan how to enhance both. We look forward to hearing from you about how you used them, in what ways they could be improved, and what advice you would give to other teachers who may use the assessments.

Sincerely,

Kathy Dewsbury-White
President and CEO
Michigan Assessment Consortium

Edward Roeber
Assessment Director
Michigan Assessment Consortium

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Version 5.3
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Overview of the MAEIA Project

The Michigan Arts Education Instruction and Assessment (MAEIA) project was developed by the Michigan Assessment Consortium (MAC) in partnership with Michigan arts educators. MAEIA was developed in conjunction with Data Recognition Corporation (DRC) for the Michigan Department of Education (MDE). The goal of the MAEIA project is to support Michigan school districts, school buildings, educators, and the public in implementing high quality arts education programs in dance, music, theatre, and visual arts for all kindergarten through grade 12 students. The use of these resources by educators is voluntary.

The MAEIA project has created a number of resources that will be of assistance to schools seeking to improve their instructional and assessment efforts in the arts.

- o **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 are aligned with the Michigan School Improvement Framework. The Blueprint is intended for use by district-level decision-makers, generalists, specialists, parents, and the community working together to improve an arts education program as part of an on-going school improvement process. The statements are aspirational in nature and provide broad descriptions of what the best available research and recommendations indicate are necessary for all students to be career and college-ready.

- o **Michigan Arts Education Blueprint Research and Recommendations** is a MAEIA companion document; it provides users with supporting research documentation for each criterion and indicator in each arts discipline. It can serve as a resource to those working to improve the arts education program as part of the district and building school improvement process.

- o **Michigan Arts Education Program Review Tool** is a self-study tool that educators and others can use to analyze and reflect on the status of their district's and schools' arts education program. Based on Blueprint criteria and indicators, the Program Review Tool can provide useful information about the nature of the arts education program and can become the basis for enhancing the arts education program in the context of school improvement.

- o **Michigan Arts Education Assessment Specifications and Prototype Assessments** is a set of recommendations and models for the creation of appropriate assessments in the arts based on the Michigan Merit Curriculum and aligned to state and national standards. There are four Assessment Specifications Documents (ASDs) – dance, music, theatre, and visual arts – that communicate to a wide variety of audiences the important content to be assessed, as well as how that content can be assessed. The ASDs help all potential users understand the purposes and uses of assessment in each of the arts disciplines, as well as provide more specific information on how to accurately read and interpret the MAEIA arts education assessments in each discipline. The documents also served as road-maps for the MAEIA model K-8 and high school assessments.

o **MAEIA Model High School Assessments** comprise about 150 project-based performance events and performance tasks, many of which have been field tested in Michigan's classrooms. The goal of these assessments is to provide teachers with standardized measures of students' performances in the arts to document the achievement of students on assessments related to the teachers' instruction. The performance events are one-day on-demand performance assessments, while the performance tasks are multi-day, multi-week assessments.

The MAEIA assessment design is that arts educators will select a few of these rich, curriculum- or instructionally-embedded assessments to use to document student achievement periodically throughout the school year. The MAEIA model high school assessments are designed for three levels of students—first year, second year, and third/fourth year students in each discipline, in order to provide access to beginning students while challenging the more experienced students.

o **MAEIA Model K-8** Assessments comprise more than 200 project-based performance events and assessments, many of which have also been field-tested In Michigan's classrooms. The assessments are for use with students in grades K-2, 3-5, and 6-8 in each of the four disciplines. Just as with the MAEIA model high school assessments, these assessments are designed for arts educators' use as instruction is occurring to document the growth in student learning.

o **MAEIA Website and Online Community** serves as a space where in addition to accessing all MAEIA materials, educators can share their voices and their stories. The website features blogs, community forums, an event calendar, and our latest media publications.

All MAEIA documents are available at www.maeia-artsednetwork.org.

Benefits of Using the MAEIA Arts Education Resources

There are several benefits to using MAEIA resources, and various ways to use them:

Benefits of MAEIA Resources

Research and opinion polls of administrators, employers, parents, and students support the significant impact of an arts-rich education on the whole child, i.e., their academic, social, and civic development. The arts engage students' higher order cognitive as well as psychomotor skills. Study of the arts prepares students by providing them daily opportunities to develop and practice important skills in engaging ways:

o Creativity and innovation

o Critical thinking and problem solving

o Communication and collaboration

District and school leaders can use MAEIA resources to:

o Support district policy as well as develop district and building practices that ensure adequate time, staff, and resources for high quality arts programming for all students.

o Support implementation of sequential arts instruction, for all students, delivered by certified arts educators.

- Support the use of assessment practices and measures that yield accurate student and program achievement information and ensure data are communicated effectively.
- Support sustained, discipline-based, job-embedded professional learning for staff delivering arts education.
- Inform program planning, review, and improvement.

Administrators, certified arts and non-arts educators, and supplemental arts providers can use the MAEIA resources to:

- Measure student achievement by gathering individual student as well as summary program information.
- Assist the students assessed to improve their learning and achievement in the arts.
- Use the achievement data to reflect on and improve the school and district arts programs.
- Develop awareness of the research that links increased student achievement to learning in and with the arts.
- Develop shared language and goals for arts education programs in the school, district, community, and state.
- Advance students' individual education goals and differentiate instruction to meet the needs of all students.

Parents and families, community and cultural organizations, business and industry leaders, and higher education institutions can use the MAEIA resources to:

- Develop a shared understanding of the components of a high-quality arts education.
- Provide support for the continuous improvement of a district's arts education program.

Students are the ultimate beneficiaries of a high-quality arts education program. The arts develop in students unique and essential ways of knowing and interpreting the world. Through the arts, students have opportunities to share their unique expressions with others in ways that effectively mirror the real world. Students provided a high-quality arts education program are poised to be "world class" and globally competitive in college, careers, and life.

Purposes and Intended Uses for the Arts Education Assessments

The function of assessment is to measure and monitor student achievement, ideally promoting growth in achievement. These purposes are accomplished through the use of a variety of standardized and non-standardized methods. Assessment experiences take on multiple styles and address multiple modalities, domains, and areas of knowledge, as well as depths of knowledge.

The rationale and potential purposes of assessments for the education experience may include, but are not limited to, the following: (listed in no particular order):

- o Determine current levels of achievement
- o Serve as a basis for improving instruction for individual students and groups of students
- o Grade students
- o Create tools to frame critical discussion between stakeholders (including school administration, teachers, parents and students, as well as the community)
- o Guide school instructional improvement activities
- o Inform professional learning needs
- o Serve as tools for advocacy of program and classroom needs
- o Use as methods to demonstrate educator effectiveness for educator evaluation
- o Motivate stakeholders
- o Create a badge of honor for student and stakeholder achievements
- o Demonstrate the value of using alternate methods for assessing authentic achievement

State of Michigan Legal Requirements for Educator Evaluation

In 2015, the Michigan Legislature adopted revised requirements for educator evaluation. These requirements affect all Michigan teachers, including arts educators, in the state. Excerpts of Public Act 173 of 2015 are shown below.

> Section1249(2) – The board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:
>
> Student Growth and Assessment
> (a)The performance evaluation system shall include at least an annual year-end evaluation for all teachers. Beginning with the 2015-2016 school year, an annual year-end evaluation shall meet all of thefollowing:
> (i) For the 2015-2016, 2016-2017, and 2017-2018 school years, 25% of the annual year- end evaluation shall be based on student growth and assessment data.
>
> Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data.
>
> (ii) Beginning with the 2018-2019 school year, for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district, intermediate school district, or public school[1] academy.

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[1] http://legislature.mi.gov/doc.aspx?mcl-380-1249a

Student growth also may be measured by student learning objectives (SLOs) or nationally-normed or locally-adopted assessments that are aligned to state standards, or be based on the achievement of individualized education program goals.

Using the MAEIA Arts Education Assessments to Demonstrate Educator Effectiveness

The MAEIA assessments represent a pool of project-based assessments that arts educators may use in their classrooms. This approach to assessment is different from a traditional test in that it is not expected that all teachers will teach all of the skills assessed by the pool of MAEIA measures in a discipline. Instead, teachers should select those MAEIA assessments that match their instruction and will use a few of them when instruction occurs during the school year. It is anticipated that teachers might select three, four, five, or perhaps six assessments in total from among the available pool of performance measures (events and tasks) for the grade level(s) they teach.

Unlike traditional tests, teachers should not spend inordinate time and effort in "test preparation" activities. Instead, they should teach the skills measured by the assessments and use each performance measure prior to and after instruction, or during the instruction. Some of the MAEIA assessments can be repeated, either in the same school year or in an adjacent one. This is one way to use the MAEIA assessment as a pre-test and post-test. The presumption is that before instruction, students would not perform well on the assessments, so that if they perform well the second time (at the conclusion of instruction), it is due to the effects of the instruction students received.

Unlike traditional tests, in MAEIA assessments the records of student achievement are their actual performances—singing/playing, composing, creating, moving, acting, and drawing/painting. The performances will be audio recorded, video recorded, or viewed through samples of student artwork. Thus, the extent of student achievement will be much broader and deeper/richer.

The performances of students can be scored according to Teacher Scoring Rubrics contained in each of the MAEIA Teacher Booklets and Student Booklets. Thus, student performances can also be summarized numerically for ease of reporting.

Models for Use of the MAEIA Assessments to Demonstrate Educator Effectiveness

Because change or growth in student performance is one of the metrics to be used in educator evaluation in Michigan, and because some of the MAEIA arts education assessments may be suitable for this purpose, there are three different ways that the MAEIA assessments can be used by arts educators to demonstrate their effectiveness. Each MAEIA assessment has been designated for use within one of the three following models.

Method 1 – Test-Retest within the Same Grade/Same School Year

In this model, the same MAEIA assessment would be administered two (or more) times in the same school year, thus permitting the measurement of change in student achievement from Time 1 to Time 2. This would permit a rough estimate of how much more students know and/or are able to do by Time 2.

It is assumed that instruction will take place between Time 1 and Time 2, and that a

roughly comparable item is used each time students are assessed. The items may use similar but different prompts (e.g., piece of music or work of art). The intent is to have comparable prompts each time the same assessment is used.

Note: This method may be most appropriate for MAEIA performance *events*, since they usually take only one class period to administer.

Method 2 – Test-Retest Across Adjacent Grade Levels/Adjacent School Years

In this model, the same MAEIA assessment would be given to students two (or more) times, but in adjacent grade levels and adjacent school years. For example, the same students might be assessed in third grade (Time 1) and again at fourth grade (Time 2). As with Method 1, changes in student performance would be determined from Time 1 to Time 2. This would permit a rough estimate of how much more students know and/or are able to do by Time 2. It is assumed that instruction will occur between Time 1 and Time 2, and that a roughly comparable item was used each time students are assessed. The item may use a similar but different prompt (e.g., piece of music or work of art); suggestions are provided in several of the MAEIA assessments. The intent is to have comparable prompts each time the same assessment is used.

Note: This method may be most appropriate for MAEIA performance *tasks*, since they usually take several class periods to administer, and may be too time-consuming to use more than once at a grade level.

Method 3 – The "New Old-Fashioned" Way

In this model, teachers select student responses to an item they have used that exemplify the range of student achievement in their classroom. These might include students who struggled initially but who now have achieved at high levels; students once unable to perform at all but now are doing so; students who did quite well in the past who are now achieving at the same or higher levels. Combined with teacher documentation of the steps taken to instruct, support, and encourage students (e.g., individual or full class assistance provided), this data can inform supervisors about how well students have achieved and the steps used by the teacher to promote such achievement.

Note for All Models

The MAEIA assessments can be used by an arts educator to demonstrate his/her effectiveness by changing the prompt(s) used, if any, and repeating the item one or more times. Sufficient instructional time on the underlying concepts assessed by the item (not the item itself) should occur so that change in student performance is possible.

Detailed Instructions on How to Use the Results for Demonstrating Educator Effectiveness

Models 1 and 2

Below are suggestions for how to use the MAEIA assessments in Models 1 and 2, which are the pre-test/post-test methods.

1. The teacher should first score each student's response, using the Teacher Scoring Rubrics found in the Teacher Booklet.

2. Fill out the MAEIA Classroom Score Summary page(s) found in every Teacher Booklet.

3. Calculate a "total score" for each student by summing the scores on each dimension in the rubric.

4. Do this each time the assessment is used (whether in the same school year or across two adjacent grades).

5. Calculate a "gain score" for each student by subtracting the Time 1 (pre-test) score from the Time 2 (post-test) score. The result will usually be positive.
    Example:
    Time 1 (T1) Score = 16; Time 2 (T2) Score = 28;
    Gain(G) = T2 – T1 T2 – T1 = Gain (G)
    28 – 16 = 12

6. Calculate a Mean Change/Gain Score for the classroom

    a. Add up the individual student gain (G) scores (T2-T1).

    b. Divide this total number by the number of students (T2-T1/N).

    c. Do this for each MAEIA assessment used.

    d. This is the "average student gain score."

7. Construct an Achievement Change Table such as the one below to show levels of change for students in the classroom

8. Report the number and percentage of students in each category

Example Achievement Change Table

-20 points or more	-10 to 19 points	-1to 9 points	Un-changed	+1 to 9 points	+10 to 19 points	+20 points or more

Model 3

Below are suggestions for how to use the MAEIA assessments in Model 3, in which the MAEIA assessment is so unique that it is used just once.

1. Select exemplars of student work to demonstrate the overall achievement of students in your classroom

2. Select exemplars from students such as these:

a. Students who were already high achieving – how did they do on the assessments used? Did they improve?

b. Students who were initially struggling – have they done well on the assessments used?

c. Students who initially struggled to perform at all, who are now performing and perhaps doing much better.

Documenting Teacher Instruction and Student Learning

1. Regardless of the model used, it is important for educators to document the instructional steps they have used to teach the skills on which students have been assessed. This is the other half of presenting evidence of educator effectiveness, so equal care should be taken to create and maintain such documentation. It is essential that teachers document their instruction, so that instructional information can be used along with student performance to demonstrate educator effectiveness. Such documentation may be in the form of a log of what you did instructionally on each content standard assessed. An example of a log that can be used is shown on page 17.

2. A concise narrative summary of the instructional strategies used will make it most useful for the supervisor

3. The log and summary may be written, or you may use video recordings of classroom instruction, samples of student work, and written student reflections on the assessment in the classroom to document student learning.

Reflections on the Assessment and Student Learning

Once the teacher has taught the content standards, documented instruction, and collected, scored, and analyzed student achievement, the teacher should prepare a concise reflection on what he or she did and learned from the experience.

1. What worked and what did not?

2. What formative information was collected during instruction or assessment and what changes to instruction did you make while teaching?

3. How well did the instruction and the MAEIA assessment fit with one another? Did the MAEIA assessment reveal aspects of student learning or achievement not previously observed?

4. What did you learn about student achievement and attitudes and how did you use this information?

Putting It All Together

To be most understandable and useful to the supervisor, the teacher should prepare a collection of evidence or portfolio of evidence for each assessment.

1. Statistical summaries of student achievement – Mean Change Score and/or Achievement Change Table (see previous sections)

2. Samples of student work, both pre- and post-test

3. Documentation (written and/or video) of the teacher's instruction on the standards that were assessed

4. Student reflections on their learning, both written and video recorded

5. Reflective summary about instruction and assessment

Using Other Information to Demonstrate Educator Effectiveness

In addition to the MAEIA assessment information, the teacher may have additional evidence of student learning and achievement. These related data may be of value in providing a broader picture of student performance and/or teacher instructional effectiveness. These sources of additional information include the following types of measures.

1. Other sources of achievement and outcome data (e.g., other measures or indicators of achievement).

2. Corresponding narratives regarding teacher practices to accompany student assessment results.

3. Appropriate observational data by trained observers of the teacher during instruction and student learning.

The goal of such educator evaluation should primarily be improved educator practice.

Using the MAEIA Assessments with Student Learning Objective Educator Evaluation Programs

There are several important instructions for educators considering the use of the MAEIA assessments for educator evaluation.

1. Educators should match locally-determined Student Learning Objectives (SLOs) to the state and national content standards that form the basis of the MAEIA assessment measures. Identify the overlaps between local SLOs and the state and national content standards. For more information on SLOs,visit: http://www.gtlcenter.org/search/node/student learning objectives

2. Educators should review the MAEIA assessment measures that best match the locally-determined SLOs to select the MAEIA assessment(s) that best fit the planned instruction for students.

3. Determine when during the school year to use each planned measure, so as to appropriately embed the MAEIA measures within the planned instruction for use in documenting student learning and achievement. Some educators have found it advantageous to use a MAEIA performance event in the fall as a pre-test, and a related MAEIA performance task as a post-test at the end of the school year.

4. Review the assessment results that are collected to determine if and how the results can be used to document growth in student achievement and learning. The following are some suggested steps:

   a. Teachers should select students' responses to represent the teacher's work within the class in order to show what the class as a whole, as well as individual students, are able to do. For example, teachers can select examples of student work from each marking period to illustrate changes in students' work over the school year. The teacher might also select students who:

      - Performed at an exceptional level

      - Performed marginally in the fall, but now are doing exceptional work

- Struggled initially to perform, but are now doing acceptable (or better) work
- Were unable to complete assignments but are now able to complete the assessment
- Still need help and how the teacher is working with them

b. Use other sources of achievement data as well (e.g., other measures or indicators of achievement), since important decisions about students or educators should ideally be based on multiple sources of data.

- Performance on traditional tests and quizzes
- Student self-reports and reflections on their performances. Note: many MAEIA assessments have built-in reflections.
- Student performance in external arts-related activities, such as band or orchestra festivals, drama, dance recitals, or visual arts exhibitions
- Student participation and performance in community arts-related activities outside of school
- Student post-secondary arts education participation
- Student course enrollments
- Student effort

5. Document and save instructional practices information that correlates with student achievement information.

a. Teacher-developed narratives to describe and illustrate teacher practices to accompany the student assessment results described above. This documentation should be designed to show how instructors worked or are working with different groups of students to help them achieve the performances that the MAEIA assessments have demonstrated. These narratives might be enhanced with videos of the teacher working with the entire class, sub-groups of students, and/or individual students. Thus, the achievement results could represent "proof of concept" for educator assertions of effectiveness to show what they did to help students achieve at the levels shown by the MAEIA measures.

b. Video-or audio-recordings of the teacher providing instruction—to the entire classroom, to groups of students, and to individual students.

c. Documentation by the teacher of remedial assistance and support provided to groups and individual students

d. Observation of the teacher providing instruction, conducted by observers who understand how the arts are to be taught, and how arts educator effectiveness can best be documented. Schools should be able to demonstrate the preparation of observers (e.g., building-level administrators) to understand and appropriately observe arts instruction.

e. Instructional or lesson plans.

6. The teacher and the school administrator can use this work as one piece of evidence of student learning and achievement. These achievement data, along with appropriate observational data, should be used in the overall evaluation of an educator.

7. The goal of such educator evaluation should primarily be improvement of educator practice, so the educator-supervisor conversations should focus on instructional improvement efforts.

Cautions in the Use of the MAEIA Arts Education Assessments

There are several important things to keep in mind about the MAEIA assessments.

1. Any assessment, including the MAEIA assessments, may have issues that prevent students from showing what they have learned and are able to do. Be on the lookout for the occurrence of such issues.

2. The assessments as written may not fit well with the instruction planned and implemented by the teacher. Remember that the teacher is permitted to adapt the assessments so that they fit better with the instruction planned.

3. Even if the assessment item worked well and fits with the teacher's instruction, no single assessment, including any one MAEIA assessment, should be used to make important decisions about teachers or students. This is why so many measures are provided for each discipline.

4. If the MAEIA assessments are used for determination of teacher effectiveness, 1) only the students taught by that teacher should participate in the assessment and 2) the assessment should focus only on knowledge and skills being taught by the teacher. This means that the teacher should select assessments that match instruction, and use them when instruction has taken place.

5. If the assessments are being used for demonstrating teacher effectiveness, the MAEIA arts education assessment information should be supplemented with additional measures of student performance such as student portfolios, student-reported accomplishments, observations of classroom teaching, and group and individual student performance. Each type of information should be examined together to reveal a more accurate level of the student achievement.

6. The MAEIA Program Review Tool results can be an important determiner of whether the arts education program that is in place in a school or district provides a strong enough backdrop for quality instruction and adequate student learning to have occurred. It may not be appropriate to use the MAEIA arts education assessment results to judge educator effectiveness if:
   a. arts educators are teaching in a grade level where important resources are not present (nor were present in previous grades),
   b. students may not have been exposed to high quality arts education in prior grade levels,
   c. class loads are very high, or
   d. students participate in arts education experiences on a limited basis.

7. For example, it is not fair to expect a sixth-grade music teacher—the first trained music teacher that a group of students has experienced in their grade K-6 education—to be able to accomplish as much with their students in sixth grade as a sixth grade music teacher teaching in another school district where such music education specialists are employed in grades from kindergarten through 5. This is no different than would be the case for content areas such as mathematics or reading.

Summary

There are many aspects to gauging teacher effectiveness in any content area, but especially in the arts. While the resources created by the MAEIA project can assist in this effort (such as the Blueprint, the Program Review Tool, and the Model Assessments), it is essential that these resources be used in a thoughtful manner so that they contribute to improving instruction, thereby improving the achievement of students. To ensure that students achieve important knowledge and skills, and that teachers are most effective, requires a high-quality arts education program staffed with skilled arts educators and provided to students in appropriately equipped classrooms with adequate materials and supplies. The MAEIA resources will help Michigan schools ensure that students have these experiences and are able to learn at desired levels.

Glossary

Growth measures – Achievement measures capable of showing changes in student performance.

In-course assessment – Assessments that a teacher can use with instruction already planned, to collect student performance information related to the instruction provided by the teacher. Also called curriculum-embedded performance measures or instructionally-embedded assessments.

Learner – The individual whose growth in achievement is being monitored. This usually refers to students, although in the context of educator evaluation, it may also include a teacher or administrator seeking to improve their practice.

Model assessments – Assessments that can be used as is, or can be modified to better fit the needs of the teachers using them. For example, the works of art used in a MAEIA arts assessment might be changed to better fit the instructional plans and course content of the teachers who selected the assessments, without affecting the overall technical quality and utility of the assessments.

Standardized assessment –Measures of student performance with a pre-defined set of assessment administration procedures, and a defined set of student products, to be evaluated using a pre-defined set of teacher scoring rubrics. These assessments have been field tested and refined, based on field testing, so that standardized scoring protocols based on pre-established scoring rubrics are used.

MAEIA Documentation of Teacher Instruction

Teacher _____   Grade Level(s) _____

Class _____   Class Period _____

MAEIA Assessment Used_____Date(s) the Assessment was Used _____

MAEIA Assessment Short Title _____

D**irections:** Use this sheet to document instruction provided before, during, or after each MAEIA assessment you chose to use. The purpose is to document the steps and activities you carried out that helped to produce the results that you obtained from students.

How Was This Assessment Used:

Entire Class   Sample of Students   Individual Students

No. of Students Participating in Assessment _____

Pre-Test Only   Post-Test Only   Pre-Post Test   Other

Steps Used to Teach the Concepts Measured by the Assessment

Step	Description of Instruction Provided
1	
2	
3	
4	
5	
6	
7	
8	
9	

10	
	18

Do you feel that students understood the assessment and were able to carry it out?   YES   NO

What aspects of student performance surprised you the most?

What follow ups are needed for all or some students?

Curriculum-Embedded Performance Assessment for Deeper Learning and Accountability

Stuart Kahl, Founding Principal | kahl.stuart@measuredprogress.org
Peter D. Hofman, Vice President | hofman.peter@measuredprogress.org
MeasuredProgress.org | 800.431.8901 | 100 Education Way, Dover, NH 03820

The focus on college and career readiness in K-12 education represents a tremendous opportunity – and a comparable challenge – to adopt curricula, instructional practices, and assessment systems that promote deeper learning and higher-order cognitive and non-cognitive skills. More than ever, the time is ripe for curriculum-embedded performance assessment.

Rather than requiring students to select a response from two or more options, performance assessment asks students to apply their knowledge and skills in creating some form of product, presentation, or demonstration focused on key aspects of academic learning. In the context of 21st century skills the term "performance assessment" commonly refers to substantive activities—either short-term, on-demand tasks or curriculum-embedded, project-based tasks that yield reliable and valid scores.

Products can be extended writing, research reports, presentations, works of art, performances, and more.

Performance assessment can measure proficiency and mastery in accountability testing, competency-based instructional programs, and badging. When curriculum-embedded—as part of discrete lessons/units or whole project-based programs—it can promote/gauge deeper learning, which is where we see the greatest potential for transforming education and student outcomes. Models range from application for selected standards, as in Ohio's Performance Assessment Pilot Project (OPAPP), to immersive, school-wide programs throughout the year, as practiced by several networks, such as schools using Quality Performance Assessment, a program of the Boston-based Center for Collaborative Education. Of course, project-based learning would logically make use of such assessment approaches.

We envision curriculum-embedded assessments (CEPAs) as instructional units that include multiple learning and evidence-gathering activities, some of which may lead to products or performances that are evaluated for formative purposes and some that are scored for summative purposes. There is growing belief that accountability assessment systems must be broadened to include such locally administered, curriculum-embedded performance assessments. While much of what is considered "core knowledge" can be assessed by traditional summative tests, they address higher-order skills either inadequately or not at all. Fortunately, curriculum-embedded performance assessment can address these skills and are catching on, as they are now practiced in a growing number of schools across the country.

Here is a list of possible steps a state could follow to promote performance assessment that is both curriculum-embedded and a local component of accountability testing. The approach capitalizes on the valuable lessons from the past. Full implementation could take three to five years.

1. The state posts models online, tried-and-true CEPAs, each calling for multiple, individual, scorable products closely aligned to standards, with a total summative score range of at least 20 points for each CEPA. The CEPAs use materials and other resources readily available in schools, homes, or online. The posting also includes sample student work, scoring rubrics, and specifications for the CEPAs.

2. Districts or schools decide the extent to which they want to embed performance assessment in their instructional programs (from selective to immersive) and implement accordingly.

3. Teachers use the state-provided CEPAs in their own instruction and as models for ones they develop themselves to submit to the

state for review. The state also conducts professional development training sessions to build teacher capacity in performance-based instruction and assessment, using online and train-the-trainer or coaching models.

4. The state reviews, selects, rejects, and revises the teachers' CEPAs and/or provides teachers with feedback on their submissions.

5. The state selects high-quality CEPAs for pilot testing, collects associated student work, and then posts the CEPAs, rubrics, and sample student work online for local use. This development, vetting, field testing, and posting sequence is ongoing.

6. After a large number of tried-and-true CEPAs have been made available to the field over a period of a year or so, the state conducts a pilot of a CEPA component of its state-testing program. It asks each school to select and implement a CEPA of its choice at a particular grade.

7. Teachers score the resulting student work and submit the scores to the state. (An alternative approach would have the state holding back some CEPAs, not posting them, and releasing them just before they are to be administered. However, coordinating their administration with instructional sequences in schools would be difficult. With CEPAs, it might be desirable to avoid such security measures.)

8. Each school identifies a low-, mid-, and high-performing student for each CEPA and submits the work of those students to the state via an electronic portfolio platform. The teachers' scoring for those students is audited (i.e., the student work is rescored) by content specialists.

9. Audit scores are sent back to the schools, and local personnel adjust scores of their students to be consistent with the "benchmarks" obtained through the audit process. Additional auditing can be accomplished by evaluating the consistency between student performance on CEPAs and other accountability measures.

10. The next year, while the state continues to build teacher capacity and provide supporting resources, it requires schools to administer three CEPA units and follow the same audit procedures.

11. The results of the performance component (the three CEPA units) are combined with those of the on-demand assessment component, thereby contributing to both student- and school-level results.

12. On an ongoing basis, states support and supply resources for creating learning networks that build and spread educator capacity to strengthen instructional practice by creating and using elective performance assessments.

Despite the substantive benefits offered by curriculum-embedded performance assessment, substantial challenges exist, perhaps the foremost of which is the need for professional development to build teacher capacity. Unfortunately, this need arises at a time when resources to help educators transition to the Common Core State Standards (CCSS) are stretched thin. Moreover, CCSS-driven professional development focuses on content and instruction, not assessment. Nevertheless, as illustrated by OPAPP's and CCE's work, it is possible to implement effective CEPA-related professional development.

Other challenges relate to all-too-commonly held misperceptions that curriculum-embedded performance assessment (1) is too time consuming, (2) represents an additional commitment disconnected from the required curriculum, (3) is less reliable than multiple-choice testing, and (4) cannot depend upon what is considered too- subjective human scoring for data-driven decision making. These are, indeed, misperceptions that can be readily addressed through professional development and communications citing measurement principles and relevant evidence.

The outcome of curriculum-embedded performance assessment as described above would be greatly enhanced classroom instruction and assessment and a far richer performance component to accountability assessments than those currently being implemented or developed. Additionally, all- important student engagement would dramatically improve.
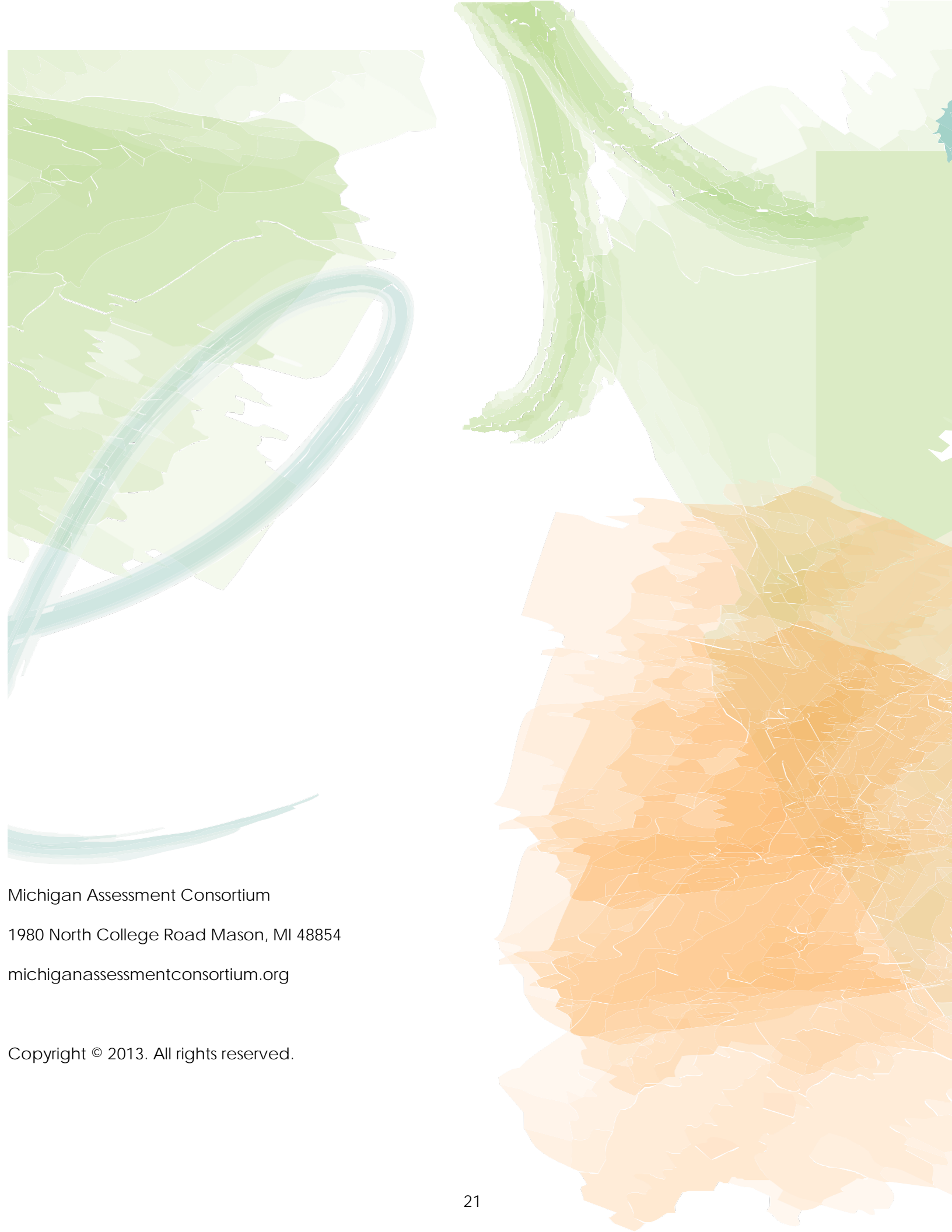
Michigan Assessment Consortium

1980 North College Road Mason, MI 48854

michiganassessmentconsortium.org