

Assessment Administration Manual

Grades K - 12

April 2016



LETTER FROM THE MICHIGAN ASSESSMENT CONSORTIUM

Dear Arts Educator:

Thank you for considering the use of the Michigan Arts Education Instruction and Assessment (MAEIA) performance assessments. We want to thank you in advance. This work was commissioned by Michigan Department of Education, and was directed by the Michigan Assessment Consortium (MAC) in partnership with Data Recognition Corporation (DRC). The use of these model assessments is voluntary.

The goal of this project was to develop quality standardized student assessments in the arts and make them available to all Michigan educators for their use in improving instruction as well as student achievement in this important area.

The availability of these assessment resources culminates a multi-year effort on the part of a number of Michigan and national arts educators and assessment specialists to create assessments that will be useful to local educators as they examine their arts education programs, students' achievement, and plan how to enhance both.

The MAEIA assessments are designed to be selected by teachers, used throughout the school year, and embedded in instruction planned by Michigan's teachers. A pool of performance tasks and performance events has been developed in each discipline (dance, music, theatre, and visual arts). We anticipate however, that any teacher will use only a small number of these (e.g., three to six assessments).

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

We hope that you find the assessments useful. We look forward to hearing from you about how you used them and what advice you would give to other teachers thinking about using the assessments. All of this will assist us to make sure that the MAEIA assessments are maximally useful to teachers and students.

Sincerely,



Kathy Dewsbury-White
President and CEO
Michigan Assessment Consortium



Edward Roeber
Assessment Director
Michigan Assessment Consortium

© 2014, 2015, 2016 by the Michigan Department of Education

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education. Portions of this work may have been previously published. Printed in the United States of America.

TABLE OF CONTENTS

<u>SECTION</u>	<u>PAGE</u>
LETTER FROM THE MICHIGAN ASSESSMENT CONSORTIUM	1
TABLE OF CONTENTS	2
CHAPTER 1 – OVERVIEW OF THE MAEIA ARTS EDUCATION RESOURCES AND THEIR USES	4
1.1-OVERVIEW OF THE MAEIA PROJECT	4
1.2-BENEFITS AND USES OF THE MAEIA ARTS EDUCATION RESOURCES	5
CHAPTER 2 – PURPOSES OF THE MAEIA ARTS EDUCATION ASSESSMENTS	7
2.1-PURPOSES AND INTENDED USES FOR THE ARTS EDUCATION ASSESSMENTS	7
2.2-IMPLEMENTING THE MAEIA ASSESSMENT MODEL	8
2.2-CAUTIONS IN THE USE OF THE MAEIA ARTS EDUCATION ASSESSMENTS	8
CHAPTER 3 – OVERVIEW OF THE ARTS EDUCATION ASSESSMENT DESIGN	11
3.1-DISCIPLINE AREAS TO BE ASSESSED	11
3.2-NATURE OF THE ASSESSMENT ITEMS	11
3.2.1-PERFORMANCE TASKS	11
3.2.2-PERFORMANCE EVENTS	12
3.2.3-CONSTRUCTED-RESPONSE ITEMS	12
3.2.4-SELECTED-RESPONSE ITEMS	12
3.3-USE OF GRAPHICS, AUDIO, AND VIDEO IN THE ASSESSMENTS	13
3.4-ACCESSIBILITY AND ACCOMMODATIONS – UNIVERSAL DESIGN (UD) AND EVIDENCE-CENTERED DESIGN (ECD)	13
3.5-ASSESSMENT TIME	14
3.6-HIGH SCHOOL ASSESSMENT LEVELS	14
3.7-GRADE K-8 ASSESSMENTS	14
CHAPTER 4 – SELECTION OF THE ASSESSMENT TO ADMINISTER	15
4.1-CATALOGS OF AVAILABLE ASSESSMENTS	15
4.2-FITTING THE ASSESSMENTS INTO YOUR INSTRUCTIONAL PROGRAM	16
4.3-SELECTING WHEN TO USE THE ASSESSMENTS	16
4.4-ADDING ADDITIONAL ASSESSMENTS	17

4.5-DELETING PLANNED ASSESSMENTS	17
4.6-QUESTIONS OR CONCERNS	17
CHAPTER 5 – ASSESSMENT ADMINISTRATION PROCEDURES	18
5.1-OVERVIEW OF THE ASSESSMENT ADMINISTRATION PROCESS	18
5.2-PRE-ASSESSMENT ACTIVITIES	19
5.2.1-DETERMINE STUDENTS TO BE ASSESSED	19
5.2.2-PARENTAL CONSENT	20
5.2.3-PREPARING FOR THE ASSESSMENTS	21
5.2.4-MODIFYING THE ASSESSMENTS	21
5.2.5-QUESTIONS AND CONCERNS	21
5.3-ACTIVITIES DURING THE ASSESSMENTS	22
5.3.1-OBSERVATION OF STUDENTS DURING ASSESSMENT	22
5.3.2-RECORDING STUDENTS’ RESPONSES	22
5.3.3-ASSISTANCE TO STUDENTS DURING THE ASSESSMENT	22
5.4-POST-ASSESSMENT ACTIVITIES	24
5.4.1-SCORING THE ASSESSMENTS	24
5.2.2-COPYING ELECTRONIC RESPONSES TO EXTERNAL STORAGE DEVICES SUCH AS HARD DRIVES OR FLASH DRIVES	25
ATTACHMENTS	25
A-SAMPLE PARENT/GUARDIAN CONSENT LETTER	26
B-MAEIA VIDEO/DIGITAL CONSENT CLASSROOM INVENTORY SHEET(S)	28
C-MAEIA CLASSROOM SCORE SUMMARY	29
D-INSTRUCTIONS FOR DOWNLOADING AUDIO/VIDEO TO FLASH DRIVE	30

CHAPTER 1 – OVERVIEW OF THE MAEIA RESOURCES AND THEIR USES

1.1 OVERVIEW OF THE MAEIA PROJECT

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

The overarching goal of the MAEIA Project is that these resources will be of assistance to schools seeking to improve their instructional and assessment efforts in the disciplines of dance, music, theatre, and visual arts. Several resources have been produced in the MAEIA project.

- **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 the arts education program as part of an on-going school improvement process. The gold-standard statements are aspirational and provide broad descriptions of what the best available research and recommendations indicate are necessary for all students to be career and college-ready.
- **MICHIGAN ARTS EDUCATION BLUEPRINT RESEARCH AND RECOMMENDATIONS** is a MAEIA companion document; it provides users with supporting 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.
- **MAEIA ARTS EDUCATION PROGRAM REVIEW TOOL** is a self-study tool that educators and others can use to analyze and reflect upon the status of the district and/or school 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.
- **MAEIA ARTS EDUCATION ASSESSMENT SPECIFICATIONS** 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. The Assessment Specifications document communicates to a wide variety of audiences what is the important content to be assessed, as well as how that content can be assessed. The Assessment Specifications document helps all potential users understand the purposes and uses of assessment in the arts, as well as provides more specific information on how to accurately read and interpret MAEIA arts education assessments. The document also served as a model for the MAEIA model assessments at the grades K-2, 3-5, 6-8, and high school levels. MAEIA assessment data can be included as part of educator effectiveness plans.
- **MAEIA MODEL ASSESSMENTS** are designed for students in grades K-2, 3-5, 6-8, and high school. They measure Michigan and national standards of create, perform, and respond. The available pool of assessments is comprised on performance tasks and performance events (some with

additional constructed-response and/or selected-response items) in dance, music, theatre, and visual arts

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

All MAEIA Project resources are aligned with: the Michigan School Improvement Framework (2014), the Michigan Arts Education Survey (MAES, 2011), the Arts Education Partnership (AEP) State Policy Database, and other standard-setting documents and programs in arts education such as the College Board Award for Excellence and Innovation in the Arts (2013).

The MAEIA framework references the Michigan Merit Curriculum Standards, Benchmarks, and Grade Level Content Expectations (2011) and the Michigan Merit Curriculum Credit Guidelines for the Visual, Performing, and Applied Arts (2006). Alignment of the MAEIA Assessments to the National Core Arts Standards (2014) is also referenced.

1.2 BENEFITS AND USES OF THE MAEIA ARTS EDUCATION RESOURCES

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:

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration

USES OF MAEIA RESOURCES – District and school leaders can use MAEIA resources to:

- 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.
- 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 information and ensure data are communicated effectively.
- Support the 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, as well as supplemental arts providers can use the MAEIA resources to:

- Measure student achievement to gather 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.

- To advance students' individual education goals and differentiate instruction to meet the needs of all students.

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

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

Students are the ultimate beneficiaries of a gold standard 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 who are provided a gold standard arts education program are poised to be "world class" and globally competitive in college, careers, and life.

CHAPTER 2—PURPOSES OF THE MAEIA ARTS EDUCATION ASSESSMENTS

2.1 PURPOSES AND INTENDED USES OF THE MAEIA ARTS EDUCATION ASSESSMENTS

The function of assessment is to measure, understand, and promote learner growth through a variety of standardized and non-standardized methods. Assessment experiences take on multiple styles, address multiple modalities, domains, and areas of knowledge, as well as depths of knowledge. In this context, “learner” is defined as the person whose growth is being monitored, which may and should include students, certified arts educators, administrators and evaluators, district leaders, and other stakeholders.

The rationale and potential purposes of assessments for the education experience include but are not limited to:

- Determining current levels of achievement.
- Serving as a basis for improving instruction for individual students and groups of students.
- Creating tools to frame critical discussion between stakeholders (including school administration, teachers, parents and students, as well as the community.)
- Informing arts educators’ professional learning needs.
- Serving as a tool for advocacy of programs and classroom needs.
- Use as one means of demonstrating educator effectiveness for guiding professional learning and educator evaluation.
- Motivating stakeholders.
- Creating a badge of honor for student and stakeholder achievements.
- Demonstrating the value of using performance assessments for assessing authentic achievement.
- Use as one way of grading students. If the teacher feels that students are able to carry out the activity without any issues about the assessment activity itself, then using students’ responses for grading could make sense. If students are confused, off-target, or did not complete the activity, the item should not be used for grading.

The assessments that have been developed in the MAEIA project serve several primary purposes.

- INDIVIDUAL AND SMALL GROUP STUDENT PERFORMANCE—MAEIA has provided individual and small group performance assessments intended to be embedded in instruction throughout the school year, not just at the start and/or the end of the school year. Assessments have been developed in four grade spans – K-2, 3-5, 6-8 and 9-12. These assessments measure *individual student performance* for use in improving instruction and learning.
- DEMONSTRATE ARTS EDUCATOR EFFECTIVENESS—MAEIA assessments also have the potential for use by arts educators to demonstrate their effectiveness. If all or a representative sample of the students taught by the educator take part in the relevant assessments, the results might be used as part of the process of gauging educator effectiveness. The MAEIA assessments can help arts educators demonstrate the richness of their students’ achievements.

Student performance information should be used by educators to demonstrate what students have achieved. Educators may wish to use summaries of the achievement of their students, as well as exemplars of students’ performance, and include both in an overall collection of evidence or portfolio demonstrating the impact of their instruction. This will permit them to efficiently demonstrate what their students have been able to achieve during the school year.

Educators may also choose to use the MAEIA assessments before and after instruction to show gains in learning of their students, using more traditional pre-post evaluation methods. Each assessment indicates the educator effectiveness model most suitable for each assessment.

Each assessment is identified as lending itself best to one of three methods for providing data for educator effectiveness. The three methods are described here.

- **METHOD 1: USING THIS MAEIA ASSESSMENT TO DEMONSTRATE EDUCATOR EFFECTIVENESS**
This assessment can be used in demonstrating arts educator 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 (not the assessment item itself) should occur so that change in student performance is possible. This is especially suitable for assessments (e.g., MAEIA events) that require less time and effort to administer.
- **METHOD 2: USING THIS MAEIA ASSESSMENT TO DEMONSTRATE EDUCATOR EFFECTIVENESS**
This assessment can be used in demonstrating arts educator 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 (not the assessment item itself) should occur so that change in student performance is possible. It is suggested that the item be used in two or more adjacent grades, administering the item once per school year. This is especially suitable for assessments (e.g., MAEIA tasks) that require more time and effort to administer.
- **METHOD 3: USING THE MAEIA ASSESSMENTS TO DEMONSTRATE EDUCATOR EFFECTIVENESS THE “NEW OLD-FASHIONED WAY”**
This assessment can be used in demonstrating arts educator effectiveness through organizing and presenting student performance data along with information about the steps the teacher used to instruct, support, and encourage students.

It is recommended that the MAEIA achievement information be combined with other information about educators (e.g., observational data) to comply with state laws and district policies that require growth in student achievement as a major factor in the evaluation of the performance of educators. Of course, any important decision should use multiple sources of information, and judging educator effectiveness is no exception.

- **ARTS EDUCATION PROGRAM IMPROVEMENT ACTIVITIES** – Create a source of assessment data to inform arts educators, policymakers, and other stakeholders about the status of districts’ and schools’ arts education programs and assist them to improve the instructional opportunities offered to students.

To determine program improvement needs, the model assessments described in this document should be used in conjunction with the MAEIA Blueprint and the Program Review Tool for both broad and detailed insights into how well a program is able to deliver high quality arts education to its students. The model assessments should be used with *all* students in grades K-12. In larger schools or districts, a carefully drawn random sample of students at one or more grade levels can be used to obtain an estimate of overall student performance for program improvement purposes, since only an overall level of student performance at one or more points of time is necessary. More information is provided later in this document.

2.2 IMPLEMENTING THE MAEIA ASSESSMENT MODEL

The MAEIA model assessments are designed to be implemented differently than other, more traditional assessment you may have experience with.

- In traditional assessment programs, especially those provided by the state, there is care taken locally to make sure you are teaching the state’s standards so students do their best on the statewide assessments. Then, some time before the actual assessment, the teacher stops teaching and focuses on preparation for the assessment. This may consist of a review of the material likely to be on the statewide assessment, as well as practice on items similar to those likely to be used, along with practice on the mode of assessment (e.g., online assessment) so students are familiar with how to use the assessment system to provide their answers and navigate the assessment efficiently.

Once testing concludes, the teacher resumes teaching and awaits the results of the statewide assessment, which probably won’t be that useful in instructional planning for individual students or the class as a whole.

- The MAEIA assessment model is different. Rather than *interrupt* instruction, the MAEIA assessments are intended to be used in ongoing classroom instruction. The assessments can be used in several ways: 1) as a “pre-assessment” activity to see what students know and can do; 2) as a pre-post assessment, for educators to use during instruction in order to demonstrate their effectiveness; and/or 3) as a post-instruction assessment to document what students know and can do following instruction.

Rather than the state (or anyone else) selecting assessments for you, it is up to each teacher to select the MAEIA assessments that *already fit* your planned instruction, and to use the assessments when and how they will be most useful to the individual teacher. It is suggested that teachers will select about 4 to 6 performance events or tasks, fit these into your instruction planned for the year, and use them in the manner most suitable to you. In other words, there is no standard number of assessments to be used, no standard time when are to be administered, and no standard use for the assessment – these are all up to you. Thus, you will find the MAEIA assessments to be both flexible and useful.

2.3 CAUTIONS IN THE USE OF THE MAEIA ARTS EDUCATION ASSESSMENTS

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

- No one measure should be used as the sole basis for any important decision – about students, educators or educational programs. If the MAEIA assessments are used for educator effectiveness demonstration purposes, only the students taught by that educator should participate in the assessment and the assessments chosen should be those that focus on the knowledge and skills taught by the educator.
- If the assessments are being used to judge educator effectiveness, the MAEIA arts education assessment information should be supplemented with additional measures of student performance such as student portfolios, student-reported accomplishments, teacher self-reports of activities carried out to assist classes and individual students, 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’s achievement.

- 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 to occur. If arts educators are teaching in a grade level where important resources are not present, where students have not been exposed to high quality arts education in prior grade levels, where class loads are very high, or where levels of student contact are not high, it may not be appropriate to use the MAEIA arts education assessment results (and other achievement data) in judging educator effectiveness.

For example, it is not fair to expect a sixth grade music educator – the first trained music educator that students experience in their grade K-12 education – to be able to accomplish as much with their students as another sixth grade educator teaching elsewhere where students have been provided a quality music education program at each grade from Kindergarten through grade 5. This is no different than would be the case for other content areas such as mathematics or reading.

- An assessment designed for program improvement purposes should include all students at one or more grades in a school and should cover all of the knowledge and skills deemed to be important.

CHAPTER 3—OVERVIEW OF THE ARTS EDUCATION ASSESSMENT DESIGN

3.1 DISCIPLINE AREAS ASSESSED

Since the first edition of the Michigan Arts Education Content Standards in 1998, Michigan has provided recommended learning expectations for students in dance, music, theatre, and the visual arts.

The MAEIA framework references the Michigan Merit Curriculum Standards, Benchmarks, and Grade Level Content Expectations (MDE, 2011) and the Michigan Merit Curriculum Credit Guidelines for the Visual, Performing, and Applied Arts (MDE, 2006) in the arts disciplines of dance, music, theatre, and visual arts. Alignment of the MAEIA Assessments to the National Core Arts Standards (NCAS, 2014) at the Anchor Standard level is also referenced.

Both the MAEIA and the NCAS use the organizational structure of the creative process, i.e., create, perform (present), and respond (connect). The alignment of Michigan’s Arts Education Standards to the National Core Arts Standards may be work that the Michigan Department of Education may embark on in the future as part of a revision of the Michigan arts education standards.

3.2 NATURE OF THE ASSESSMENT ITEMS

The pool of available MAEIA arts education assessment includes several different types of assessment items, each of which is described below. The item types are listed here in descending order of importance to the overall assessment effort, since one goal of this arts education effort is to create assessments that mirror and encourage authentic instruction and learning at deep levels of cognitive complexity.

3.2.1 PERFORMANCE TASKS – As used in this assessment design, performance tasks are prompts that require students to spend days or weeks in preparing their responses. These are typically multi-part items and may require that students research a topic, prepare a response, create a work of art, develop a paper, a presentation, and/or a performance, and reflect on what they learned during the process of responding to the prompts. Many of these items are constructed to measure performance standards at Webb’s Depth of Knowledge (DOK) levels 3 and 4.

Performance tasks typically are multi-part items that culminate in a final product. For example, students might create an original work of art through the design process of:

- Identifying a problem
- Planning possible solutions
- Testing solutions to determine a best option
- Refining design through the use of a prototype
- Completing a work that results in the solution of the design problem
- Exhibiting the finished product for feedback.

Because the task may consist of multiple steps along the way, a checklist might be used to help guide students in completing all aspects of the task and/or to convey the manner in which these different parts of the task may be scored. Both types of checklists are useful in helping students do their best on these types of assessments.

For these assessment items, educators and students are provided with one or more scoring rubrics covering several dimensions. These rubrics are sufficiently detailed to guide students' efforts on the task. The scoring rubrics are provided for teachers and students to indicate how students' responses will be evaluated. Exemplars of student work on the scoring rubrics are provided for many MAEIA assessments so that teachers and students can see examples of what constitutes different levels of performance on each assessment.

3.2.2 PERFORMANCE EVENTS – These are on-demand performance assessment items that require students to construct a response in a very brief period of time with little or no advance preparation or rehearsal. Sometimes, this is viewed as “first draft” work on the part of students, since after their initial performances, students have little or no subsequent opportunities to improve their performance.

These assessments usually require a class period to carry out (although for some of these assessments, an additional class period may be required to record students' performances). Students may work alone or with a small group of other students (e.g., the performance of a scene from a play) in preparing and implementing their responses. When small groups are assessed, individual students will receive their own scores.

A scoring rubric with multiple dimensions in it is also used in these items. As with performance tasks, the scoring rubrics are provided to teachers and students to indicate how students' responses will be evaluated. Exemplars of student work on the scoring rubrics are also provided for many MAEIA assessments so that teachers and students can see examples of what constitutes different levels of performance on each assessment.

3.2.3 CONSTRUCTED-RESPONSE ITEMS – This item type requires students to create their own answer(s) rather than select from pre-written options. These items are open-ended, that is, there are usually several ways in which they can be answered correctly. Responses are often written, although they need not be, and even in the case when they are, these may be drawings, musical notation, charts, graphs, or other types of written responses. A scoring rubric is also used with these items. This item type is used only in conjunction with performance tasks and events, to measure content required in order to respond correctly. There are no stand-alone constructed-response items.

As with performance tasks and performance events, scoring rubrics with multiple dimensions are also used in these items. The scoring rubrics provided for teachers and students indicate how students' responses will be evaluated. Exemplars of student work on the scoring rubrics are also provided for many MAEIA assessments so that teachers and students can see examples of what constitutes different levels of performance on each assessment.

3.3.4 SELECTED-RESPONSE ITEMS – This item type includes multiple-choice, true-false, matching, and other types of items in which students are provided with a variety of responses and students select the answers to the questions, rather than constructing their own responses. In the MAEIA assessments, multiple-choice items are the type of selected-response item format used. These items assess students at lower levels of depth of knowledge. This item type is used only in conjunction with the performance tasks or events to measure content required to respond correctly to them. There are no stand-alone multiple-choice items.

Note that these are not secure assessments, so educators are free to share with colleagues and others. We suggest you not share them with students until it is time to implement each assessment.

3.3 USE OF GRAPHICS, AUDIO AND VIDEO IN THE ASSESSMENTS

Because the arts are so media-rich, it is natural that the assessments to be created will use a variety of media in the assessments. The media used include any of the following.

- Video and Photography – This medium is used to present content in the arts education assessments. For example, clips of dance or music performance, a scene from a theatrical or a visual arts production might be used. The clips are relatively short and are available for teachers' use embedded in the MAEIA assessments or as downloads from indicated web sites.
- Audio – This medium is used particularly in the music assessment. Again, these audio clips can be downloaded from web sites indicated in the assessments.
- Print media – Particularly in the visual arts assessment, high quality reproductions are used. The nature of the reproduction was carefully considered in the design of the MAEIA assessments. For example, some prints are reproduced in test booklets, while others are prints that educators administering the assessments may have available or could download. In all cases, the quality of the reproductions is an important issue – whether reproduced in black-and-white or in color. Poor quality printing or display may have a negative impact on student performance and thus may invalidate the assessment.
- Digital materials – Digital materials such as jpegs, mp3, mp4 or video files are used in the MAEIA assessments and may require the use of LCD projectors, screens, and MP3 players. However, digital technologies are changing rapidly and teachers are encouraged to use the technologies readily available to them, including smart phones, iPads or tablets, laptops, and so forth.
- Capturing student responses – Student responses to dance, music, and theatre items are to be video or audio recorded. Again, teachers are encouraged to use the technologies readily available to them, including smart phones, iPads or tablets, laptops, and so forth.
- Use of copyrighted materials – One of the issues with the use of graphics – audio and video – is that some of the best examples may be copyrighted and permission to use this material is required unless the materials are in the public domain. Educators should understand that permission to use and reproduce the copyrighted materials found in the MAEIA assessments has already been obtained. Sources are listed in page 1 of each assessment booklet where permissioned materials are used.

3.4 ACCESSIBILITY AND ACCOMMODATIONS – UNIVERSAL DESIGN AND EVIDENCE-CENTERED DESIGN

The principles of universal design were taught to item writers so as to minimize the need for assessment accommodations through increasing the accessibility of the items for all students, including students with disabilities and English learners. While it is impossible to avoid all accessibility issues, many can be eliminated by careful attention to the manner in which the assessment items are provided to students. For example, all items are to be read to students in Kindergarten through grade 12.

This said, it is almost certain that some students with Section 504 plans, IEPs, or who are English learners will still require certain accommodations. Arts educators who administer the MAEIA assessment should help to determine the accommodations that will permit students to participate in the assessments in the manner most appropriate for each student. The accommodations used for other assessments (e.g., the state assessments) should be available for use with the MAEIA assessments.

In addition, educators working with young children should be mindful that some young children are not yet readers or writers. Especially in the grade K-2 items, teachers are permitted to read the items to students and to record via audio or video recording their responses to any item that other students are

responding to in writing. Alternatively, the teacher or another responsible adult can scribe the responses of these students to any item that requires written responses.

3.5 ASSESSMENT TIME

It is anticipated that the MAEIA assessments may take one or more class periods to administer, although some of the assessments are designed for student work outside of the classroom, with support from certified arts educators throughout the assessment process.

Some of the MAEIA assessments are designed as individually-administered assessments or small-group assessments. While the length of such an assessment may be only a few minutes in length for each student, this time will need to be multiplied times the number of individual students or groups of students that need to be assessed.

In the grade K-8 items, the total amount of testing time is indicated in minutes, along with the amount of time per part that is required for each assessment.

At the high school level, an estimate of the number of 50-minute class periods to complete the overall assessment as well as each part of the assessment is provided.

3.6 HIGH SCHOOL ASSESSMENT LEVELS

At the high school level, the MAEIA assessments have been created to address different levels of past and current participation in instruction in an arts discipline. Students participate in the arts for different reasons and durations, ranging from students who take a year of instruction to fulfill the one-credit Michigan high school graduation requirement to students who intend to study the arts in college and enter arts careers afterwards. Tasks and events were developed for this range of high school arts students.

- Level 1 – Students who fulfill their one credit visual, performing, or applied arts (VPAA) high school graduation requirement only, or who are in their first year of a multi-year VPAA program.
- Level 2 – Students who have already completed their first year in an arts discipline and are now in their second year of instruction in the *same* arts discipline.
- Level 3 – Students who have already completed their first and second year courses in a single arts discipline and are now in their third year or fourth year of instruction in the *same* arts discipline.

Note: If a student takes one year of instruction in one discipline (e.g., music) and then one year of instruction in another discipline (e.g., theatre), this student would participate in the Level 1 assessments in each discipline. While many assessments are written for two or more of these levels, teachers also have the flexibility to adjust the assessments to match the instructional levels of the students being assessed.

3.7 GRADE K-8 ASSESSMENT LEVELS

In grades K-8, the assessments are designed for one or more grades *within* each grade range – K-2, 3-5, or 6-8. Within each grade range, each assessment is designed for one or more grades. Teachers also have the flexibility to adjust the assessments to match the grade levels of the students being assessed.

CHAPTER 4 – SELECTION OF THE ASSESSMENT

4.1 CATALOGS OF AVAILABLE ASSESSMENTS

A catalog of the available assessments has been prepared to provide a complete overview of each of the assessments. The catalog provides a list of all available K-12 assessments. The catalog is organized by discipline (Dance, Music, Theatre and Visual Arts). Within each discipline, they are organized by item type (Task and Event), and by grade level for K-12 (K-2, 3-5, 6-8, or 9-12), and by standard (Perform, Create, and Respond) for high school.

The information listed in the catalogs includes the following categories.

- **Discipline** – Dance, Music, Theatre, or Visual Arts (D, M, T, or V)
- **Item Type and Number** – The code for each task (T) or event (E). Each grade range has a separate number range – grade K-2 assessments (100s), grade 3-5 assessments (200s), grade 6-8 assessments (300s), and high school assessments (400s).
- **Short Item Descriptor** – A brief phrase or title of the assessment, intended to convey the essence of the item.
- **Grade Range (K-12)** – The intended grade(s) for which the item was written are indicated (1 = K-2; 2 = 3-5; 3 = 6-8; and 4 = HS).
- **Levels 1, 2, and 3 (HS only)** – The Xs designate the level(s) for which the item was written. See page 13 for an explanation of these levels.
- **Grade Levels (K-8 only)** – These designate the grade level(s) within the grade range that the K-8 items are intended to measure.
- **MAEIA Performance Standard (K-12)** – Performance standards are discipline-specific and condense the Michigan Merit Curriculum’s five content standards (grades K-2, 3-5, 6-8 or high school) into the three overarching performance standards of Create, Perform, and Respond. These performance standards were developed to serve as the basis for MAEIA model assessments that measure student proficiency in each arts discipline at each grade span – K-2, 3-5, 6-8, and 9-12.
- **Content Standard (K-12)** – These are the Michigan State Board of Education-approved standards for arts education, taken from *Michigan Arts Education Content Standards and Benchmarks for Dance, Music, Theatre and the Visual Arts* (2011). For K-8 items, the Michigan benchmarks are indicated.
- **VPAA Guideline (HS)** – These are from the Michigan State Board of Education-approved *Michigan Merit Curriculum Credit Guidelines for the Visual, Performing, and Applied Arts* (2006).
- **Create, Perform, or Respond (K-8)** – The creative process assessed by the item is shown for all K-8 items.
- **NCAS Standards Alignment (K-12)** – The National Core Arts Standards anchor standard(s) addressed by the item is listed.
- **Requires Recording** – This is a signal to a teacher using this item about whether students’ responses will need to be electronically recorded (video or audio).
- **Total Time** – This is an indication of the number of 50-minute class periods that the writer felt was required for this assessment. This number may not be precise for two reasons. First, the class period length may differ, and second, the time it takes to record and download the performances of all students in larger classes may require an extra class period (or two) to record the performances of all students.

All available items can also be accessed on www.maeia-artsednetwork.org under the Model Assessments tab. All of the overview information is shown on the opening page of each item. And the overview information can be used to search through the online catalog.

Discipline	Item type & Number	Short Item Descriptor	Grade Range	Grade K	Grade 1	Grade 2	MAEIA Performance Standard	Content Standard (MI Benchmark)	Create (C) Perform (P) Respond (R)	NCAS Standards Alignment	Requires Recording	Total Time
Music	M.T101	AB and ABA Identification and Composition	1			X	M.EL.R.2	ART.M.IV.2.1	R	MU:Cr1 MU:Cr3	Yes	4

4.2 FITTING THE ASSESSMENTS INTO YOUR INSTRUCTIONAL PROGRAM

Using the links in the catalog of available assessments or search by standard, keyword or title on the website to review the items to determine which ones will “fit” into the instruction that the teacher *has already planned* for the selected students during the school year. The first portion of each Teacher Booklet is provided through the live links shown in the assessment catalog or the opening page for each assessment on the website (maeia-artsednetwork.org.) These pages provide written descriptions of each of the items in the list of attributes shown in Section 4.1. These pages will provide invaluable information that should help teachers to select the assessments that best fit with planned instruction with the types of students in the class.

Unlike traditional assessments, these performance tasks and events are intended to be used *where they fit in the teacher’s planned instruction, throughout the semester or year, throughout the course of instruction*, rather than in a “stop teaching–conduct test prep activities–assess students–resume teaching” mode.

This might require some changes to instruction or assignments leading up to administering the assessments. Please note that each task and event is coded in a manner that permits the teacher to see the Performance Standard (Create, Perform, Respond), the Michigan Content Standard and Benchmark, the VPAA Guidelines (high school only), and the National Core Arts Standard Anchor Standard to which the assessments are aligned. These may help you determine where you can confidently substitute a MAEIA model assessment for assessments you have used in the past.

4.3 SELECTING WHEN TO USE THE ASSESSMENTS

When you select the assessments to be used, you think about when in the school year you plan to use the assessment. These are not hard and fast designations, but your initial thoughts about when the assessments can be used in conjunction within the teachers’ planned instruction. Instead, think carefully about when you would use each assessment.

There are also three instructional cycles or times during the school year in which you might use the MAEIA assessments with your students. By looking at the school year in this manner, it may help you space out the assessments over the year and use them as you provide instruction to students. These instructional cycles are:

- Fall – September – November
- Winter – December – March
- Spring – April – June

These time periods are suggested for your convenience, and teachers are free to schedule the selected assessments when they best fit in their instructional plan. It is recommended that teachers schedule only about one or two tasks or events to use in each instructional cycle and no more than six total.

We are suggesting the use of the designated months and instructional cycles for planning purposes so that you can spread out the use of the tasks and events over the school year. However, feel free to adjust the schedule as fits your instructional plans and use as many tasks and events you feel is best for each participating class. Your actual instructional cycles may prove to vary a bit, too, which is fine.

4.4 ADDING ADDITIONAL ASSESSMENTS

Should you decide you want to use additional assessments after you have begun to implement the ones you have selected initially, feel free to add them. You will need to obtain the assessment materials (Teacher Booklets and Student Booklets) for any additional assessment by downloading the assessment(s) through www.maeia-artsednetwork.org.

4.5 DELETING PLANNED ASSESSMENTS

Should you find that your instructional plans have changed and/or you were overly ambitious in your initial selection of the MAEIA assessments, feel free to delete the assessment from your instructional plan.

4.6 QUESTIONS OR CONCERNS

If you have any questions about how to select assessments, when or how to use them, how long they will take, or any other aspect of the assessment, please feel free to contact: Edward Roeber, MAEIA Assessment Director at roeber@msu.edu.

CHAPTER 5 – ASSESSMENT ADMINISTRATION PROCEDURES

5.1 OVERVIEW OF THE ASSESSMENT ADMINISTRATION PROCESS

Each task or event in the overall set of MAEIA assessments is a stand-alone package. This package includes a Teacher Booklet and usually a Student Booklet.

The Teacher Booklet contains all directions necessary to plan for, administer, and score student responses. It contains background information for the teacher, directions to the teacher administering the assessment, and a verbatim copy of the directions printed in the Student Booklets (given in **bold** print). Sections of a typical Teacher Booklet include:

- Front Cover–Indicates the discipline, item type and number, short item descriptor, high school and level(s) or K-8 grade level(s), and the overall contents of the Teacher Booklet
- Michigan Student Learning Standards Assessed and National Core Arts Standards Anchor Standard(s)
- Overview and Outline of the Performance Task or Performance Event
- Suggested Total Time
- List of Materials Required
- Assessment Setup
- Detailed Script with Teacher and Student Directions
- Parts of the Assessment
- Teacher Scoring Rubric(s)
- Student Response Sections (Condensed)

The Student Booklet contains all of the directions students will need to understand and complete the assessment. It almost always provides the spaces for students to use to respond to the assessment, although in some instances, students’ responses are given in other ways and in some cases, are designed to be audio or video recorded. Sections of a typical Student Booklet include:

- Front Cover–Indicates the discipline, item type and number, short item descriptor, high school, level(s), and the overall contents of the Student Booklet
- Student Directions
- Assessment Questions(s), If Any
- Parts of the Assessment
- Teacher Scoring Rubric(s)
- Student Checklists, If Any
- Student Response Sections

The assessment administration process is thoroughly described in each Teacher Booklet. It is essential for the teacher using the assessment to read through the Teacher Booklet and to understand what is to be done, the step-by-step assessment administration process laid out in the Teacher Booklet, before attempting to administer the assessment to students. This pre-planning will help to alert the teacher to any of the nuances needed in administering the assessment, as well as in considering whether the assessment needs to be modified in a manner to better suit the instruction planned by the teacher.

Note – Remember that these are “model” assessments to be used during planned instruction, not designed to interrupt or disrupt such instructional activity. The teacher can decide when the assessment will be used during that planned instruction throughout the school year.

5.2 PRE-ASSESSMENT ACTIVITIES

As mentioned above, it is critical that teachers who administer the MAEIA assessments become thoroughly familiar with the assessments before they administer the assessments to their students. One way to do so is to practice administering the assessment to colleagues or to themselves.

Read the introductory sections of the Teacher Booklet to understand how the assessment is to be administered and what is required to do so. You should do this a few days before you actually use the assessment. You should practice responding to the assessment as if you were a student (which will help you understand the ways in which students are to respond and enable you to respond to questions that students may pose during an actual assessment).

Consider the timing of each section of the assessment and how this will fit into the length of class periods or class time in your school (and whether any adjustments are necessary).

Review the Teacher Scoring Rubrics to try to understand the manner in which students' work will be scored. Once you have done these activities, you are ready to actually use the model assessments.

5.2.1 DETERMINING THE STUDENTS TO BE ASSESSED

Typically, teachers will administer these assessments to all students in one or more selected classes or grades. However, there may be exceptions to this. One exception is whether to assess all students in very large classes (e.g., an orchestra, band, or choir). If the goal of using the assessment is to gauge the performance of the *group as a whole*, assessing a sample of students carefully chosen would be appropriate. However, if the goal is see how each student does on the assessment, then sampling may not be suitable.

In large classrooms (of more than the typical class size of 25-35 students), there are relatively easy sampling techniques that can be employed. For example, in a large orchestra (e.g., 100 members) being assessed on a sight-reading performance event, selecting about 25 of the students for assessment would be suitable to estimate overall class performance.

An easy way to carry out this sampling is to use the "spaced random sample" technique described below:

1. Divide the total number of students (e.g., 100) by the desired number in the sample (in this case, 25).
2. The number that results in this case is 4.
3. Select a random number between 1 and 4 (e.g., 2)
4. Using a *complete* list of the 100 group members, arranged in any manner, such as alphabetically or chair number within section (e.g., first chair woodwinds), select the student who is the selected random number on the list (e.g., student 2 on the list of 100 students). This student is *in* the sample.
5. Finally, select every 4th student (the number from step 2 above) on the complete list described in step 4 (e.g., students 6, 10, 14, 18, etc.). This will result in a sample of about 25 or 26 students.

The participation of students with disabilities can be challenging. The goal for students with disabilities is that they participate in the MAEIA assessments to the fullest extent possible. Although the goal of these assessments is to be all-inclusive, alternate assessments for students with severe cognitive disabilities have not been developed. Teachers will need to decide if such students can participate in the MAEIA assessments.

For students with sensory disabilities, teachers will need to use their judgment, with the assistance of the members of the student’s IEP team, to determine how the student can participate with appropriate accommodations. The Kennedy Center has prepared excellent guidance on the inclusion of the students with disabilities in arts education programs titled *Students with Disabilities and the Core Arts Standards – Guiding Principles for Teachers*. The document can be downloaded at:

http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm

Or, copy and paste the following URL into your browser:

<http://www.kennedy-center.org/education/vsa/resources/GuidingPrinciples2014.pdf>

5.2.2 PARENTAL CONSENT

Parental/guardian consent is needed only for those assessments where the teacher will use video or digital content in which a student can be identified in a video or a photograph outside of the assessment situation (e.g., showing students’ responses in support of the quality of the arts education program to parents or community members). The consent of parents or guardians for students to participate in the MAEIA assessments is not necessary, per se, because student testing is an exempt activity under the *Federal Educational Rights and Privacy Act* (FERPA). This means that parent/guardian consent is not required in order to collect and hand in written student-identifiable information. The MAC will remove student identifiable information from written work submitted by the teacher.

If the MAC is successful in developing a MAEIA collaborative scoring exchange, where teachers upload student work and anonymously score the student work from each other, then the MAC will need parental consent to release materials in which students can be identified, such as a photograph or video recording. The MAC will still be looking for exemplars of student work for use with the MAEIA to illustrate levels of student performance for each dimension of each Teacher Scoring Rubric in the assessments.

Therefore, the MAC asks that you obtain permission from parents/guardians for any assessment in which student performances will be recorded and the images of students might be shown, especially if you choose to show exemplars locally or if you plan to submit student assessment responses for collaborative scoring. Such permissions will be required for any exemplars selected for local or state use.

You can easily determine which assessments will require parental permission by looking at the assessment catalogs. If the column **Requires Recording** shows a “Yes,” then parental permission may be necessary. The MAC asks that you obtain this permission prior to using video or digital content in which a student can be identified outside of the assessment situation.

A letter to obtain parental/guardian permission is shown in Attachment A. The letter explains the nature of what the MAC is asking for and provides a place on page 2 for parents or guardians to indicate their consent. An inventory sheet (“MAEIA Video/Digital Consent Classroom Inventory”) shown in Attachment B can be used to keep track of which parents/guardians have returned the consent letters with their signed permission. Both this inventory list and the signed letters should be returned with the assessment materials when they are returned to the MAC after field-testing or for collaborative scoring, should such an opportunity be available.

If a parent or guardian wants to see the assessment in which their child is being asked to participate, you are permitted to show the assessment to the parent. The assessments are not secure. We suggest

that they not be shown to students until after they have been used, to assure the comparability and integrity of the results of the assessments.

5.2.3 PREPARING FOR THE ASSESSMENTS

As mentioned above, one of the most important steps that teachers can take to prepare for the assessments is to thoroughly read the Teacher Booklet and to practice administering the assessment.

The assessment administration process is described in detail in each Teacher Booklet. Read through the Teacher Booklet one or more times to understand what is to be done (the step-by-step assessment process laid out in the Teacher Booklet), before attempting to administer the assessment to students.

This pre-planning will help to alert the teacher to the nuances needed in administering the assessment, the materials needed (and when they are to be used), as well as whether the assessment needs to be modified in any manner to better suit the instruction time frame planned by the teacher, since these are “model” assessments, intended to be used in conjunction with planned instruction, not to interrupt or disrupt such instructional activity.

5.2.4 MODIFYING THE ASSESSMENTS

As indicated in several places in this *Assessment Administration Manual*, teachers using the MAEIA assessments may modify these assessments as they feel necessary to help them better fit their planned instruction and/or the students to be assessed. A couple of ways that it may be desirable to modify the assessments are described below (although this is not an exhaustive list):

- Change the genre of dance selections used in a Dance event (e.g., change from contrasting ballet and tap, to contrasting ballet and hip hop).
- Change the images used in a Visual Arts task
- Change the musical selections used in a Music event
- Change the play that serves as a basis for a Theatre task (e.g., from *The Diary of Anne Frank* to *Our Town*)
- Increase the difficulty of the assessment task to make it suitable for Level 2 students, although originally written for Level 1 students.
- Decrease the difficulty of the assessment to make it suitable for Level 1 students, although originally written for Level 2 or Level 3 students.
- Add a grade level of an assessment in order to assess older students (e.g., using a grade 2 item with students in grade 3).
- Shorten the assessment by not having students complete each part of a performance task.

The assessments found on the MAC website are provided in MS Word files. This will facilitate the changes that teachers may wish to make. Feel free to download the MS Word file and make desired changes in them. You have permission from the MAC to change the Student Booklets as well and to print locally the revised versions of the Student Booklets.

5.2.5 QUESTIONS AND CONCERNS

If you have any questions about the assessments, feel free to contact Edward Roeber, MAEIA Assessment Director at roeber@msu.edu. MAEIA web pages will also contain up-to-date information for users of the MAEIA assessments:

www.maeia-artsednetwork.org

5.3 ACTIVITIES DURING THE ASSESSMENTS

There are a number of important activities that teachers should follow while using the assessments. Each of these is described below.

5.3.1 OBSERVATION OF STUDENTS DURING ASSESSMENT

While students are taking part in an assessment, whether a performance event in one class period or a performance task over several days or weeks, teachers should be on the lookout for times and places where students are not understanding what to do or how to do it.

While we recognize that not all students will do well on the assessments, we also do not want confusing directions or wording to trip students up. Hence, we ask that the teachers who are using the assessments to keep track of issues such as these. Your observations will provide important input on how to improve the assessments if you provide feedback about the assessment to the MAC.

5.3.2 RECORDING STUDENTS' RESPONSES

A number of the performance tasks and performance events call for the teacher to record students (see the assessment catalogs for the assessments that require some type of recording). Most often, these are video recordings, but occasionally, audio recording is called for. We have not specified exactly what type of equipment or software should be used, primarily because devices and software available to teachers vary widely and we do not want to unduly burden teachers who are using the assessments. However, this is an issue that should be considered before starting any of the assessments that require recording.

It is strongly suggested that each participating teacher determine which recording device(s) will be used, the amount of recording time each affords, which is affected by available memory in the device, the quality of the recording, and the anticipated number and length of students' responses.

It is also strongly suggested that the teacher practice recording something of about the same length, and practice downloading it from the device to a computer, and from the computer to more permanent storage devices such as a hard drive or a flash drive.

Download speed is another important determiner of how many different individual or groups of students who can be recorded in a class period. Once the camera or recording device is full, some devices require that the recorded video needs to be downloaded and then erased from the recording device before additional students can be recorded. See Attachment D for more information on downloading video to computers and uploading onto a flash drive if desired.

It is recommended that more-or-less public sites such as YouTube or Vimeo not be used for downloading purposes because it will be harder to protect the privacy of students on external sites such as these. All videos, still images, and audio recordings are considered by MDE, the MAC, and DRC to be confidential student records and will be kept secure by all parties; no release or other use will be made of any of these materials without the informed consent of parents or guardians (see section 5.2.2 for additional information about obtaining parental consent to share students' images shown on the digital or video recording).

5.3.3 ASSISTANCE TO STUDENTS DURING THE ASSESSMENT

Teachers may wonder what types of assistance or instruction to students is permitted during the assessments. Keep in mind that these assessments are designed to show you what students have learned. Hence, students should try their best on each part of each performance assessment. Students should work on the assessments as directed in the Teacher Booklets – either alone or in small groups. You can assist their continued learning, especially when using a multi-day performance task.

Please try to avoid telling students what response to give – don't help them prepare their answers or indicate mid-assessment whether the student's response is adequate or not. Refer students to the Teacher Scoring Rubrics that have been provided. If students ask if further work is needed, indicate to students that this is their choice; again, a reference to the Teacher Scoring Rubrics may help students answer their own questions.

If students ask you for assistance, the MAC suggests that you ask if they understand the directions for the task or event. Feel free to clarify any misunderstanding about the directions to help students understand what they are being asked to do.

5.4 POST-ASSESSMENT ACTIVITIES

Once each assessment is completed, there are several important activities that teachers will need to carry out. We suggest that teachers carry out each step as soon as convenient following the conclusion of each assessment. These activities, described in subsequent sections, include:

- Scoring students responses
- Completing the MAEIA Classroom Score Summary (Attachment D)
- Copying the electronic responses (photographs, video, and audio) to the flash drives or other more permanent electronic storage devices

As mentioned, please do each of these activities for each assessment to complete documentation of the assessment process.

5.4.1 SCORING THE ASSESSMENTS

After the assessment is completed, teachers should use the Teacher Scoring Rubric(s) contained in both the Teacher Booklets and the Student Booklets to score students' responses. This is an important step in using the assessment. This will provide important and useful feedback to you and your students by providing useful insights about how students' responded. Each teacher should use the MAEIA Classroom Score Summary (see Attachment D) contained in each MAEIA Teacher Booklet to indicate the scores that the teacher gave to students on the different dimensions of each Teacher Scoring Rubric for each assessment item. Below is a sample Classroom Score Summary with mock data filled in.

MAEIA CLASSROOM SCORE SUMMARY						
The MAEIA Classroom Score Summary is to be used in conjunction with the Teacher Scoring Rubric(s) found in the Teacher Booklet. Fill in a word in each column for each dimension in the Teacher Scoring Rubric(s). Use this to record the scores of students on the item. Use additional sheets for more scoring dimensions or more students.						
Item	<u>D.E404</u>	Class	_____	Teacher	_____	
	Rubric <u>1</u> Scoring Dimensions (Fill In Name of Each in Column Below)					
STUDENT NAME	<i>Accuracy</i>	<i>Alignment</i>	<i>Transitions</i>	<i>Musicality</i>	<i>Dynamics</i>	<i>Learning</i>
<i>Edward</i>	1	1	1	1	1	1
<i>Ana</i>	4	4	4	4	4	4
<i>Jason</i>	4	4	3	3	4	3

The MAEIA Classroom Score Summaries are pre-identified by dimension within each rubric. Alternatively, the teacher could label each column with a word or phrase to summarize each dimension

in each Teacher Scoring Rubric, as shown above. Then, score each student's response. The teacher should record the performance level (e.g., 1, 2, 3, or 4) for each student who was assessed.

Use additional sheets if necessary for additional students, and/or additional scoring dimensions, and/or additional Teacher Scoring Rubrics, especially if the teacher makes modifications in the rubrics contained in the assessment booklets.

5.4.2 COPYING ELECTRONIC RESPONSES TO EXTERNAL STORAGE DEVICES SUCH AS HARD DRIVES OR FLASH DRIVES

Once students' have responded and their responses have been audio- or video-recorded or photographed, teachers will need to download those electronic files to a computer and/or a server so as to "free-up" the recording device or digital media to record additional student performances. As mentioned earlier (see Section 5.3.2 above), this downloading process may need to occur on a cyclical basis (e.g., record, download, record, download, etc.) until all students are recorded. See Attachment D for more information about how to download/upload electronic files.

Once all student performances have been recorded and downloaded, the next step is to upload those responses from the computer or server to external storage devices such as an external hard drive or flash drive(s). The performance recordings to be copied can be video files, audio files or both. It is recommended to store students' responses to each item in the same folder on the hard drive or flash drive.

ATTACHMENTS

A – SAMPLE PARENT/GUARDIAN CONSENT LETTER

B – MAEIA VIDEO/DIGITAL CONSENT CLASSROOM INVENTORY SHEET(S)

C – MAEIA CLASSROOM SCORE SUMMARY

D – INSTRUCTIONS FOR DOWNLOADING AUDIO/VIDEO TO FLASH DRIVE

Attachment A



September 1, 2015

Dear Parent:

Your child's teacher and school administrator have agreed to participate in a use of the Michigan Arts Education Instruction and Assessment (MAEIA) project. They are contributing to trying out assessments in dance, music, theatre, or visual arts developed by the Michigan Assessment Consortium (MAC) for the Michigan Department of Education. The assessments are authentic to the art form (e.g., students dance, sing, play instruments, act, create visual art, and write). The major purposes of the assessment is to determine the achievement of your child in the arts.

In this assessment, teachers will administer one or more of the MAEIA arts assessments in which your child may be photographed or video recorded for later scoring. The project may want to use the image of your child in assessment scoring materials to be provided in Michigan and elsewhere in the future. Because of this, we seek your approval for your child's performance to be made available digitally. Your child's name, teacher name, and school name (and other identifying information) will be kept secure throughout the entire assessment process. Participation in this aspect of the assessment is voluntary.

The overall MAEIA assessment involves several activities:

- Teachers volunteered to participate; administrators approved their participation.
- Teachers reviewed the available assessments in dance, music, theatre, and visual arts suitable for the grade level(s) they teach and selected assessments that fit with their current instructional plans.
- Each participating teacher received a briefing to review assessment procedures.
- Teachers will use the assessments some time between September through May.
- Teachers will score the assessments, and may upload the assessments for scoring by other arts educators.
- The MAEIA project may review the assessment results and select a few exemplary student responses (written, audio, or video) to assist future users to better administer and score the assessments.

If you agree that your child can participate and a digital image (photograph or video recording) can be used in the MAEIA assessment(s), please sign this letter and return it to the school. If you do not consent, your child will still participate in the assessment, but his or her student work (digital recording) used as an exemplar.

If you have any questions, please contact me at Michigan Assessment Consortium, Michigan Assessment Consortium, 1001 Centennial Way, Suite 300, Lansing, MI 48917, eroeber@michiganassessmentconsortium.org. Thank you in advance for your assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Edward Roeber".

Edward Roeber
Assessment Director
Michigan Assessment Consortium

Parent or Guardian Consent to Digital Recording

By signing the form below, I agree that the Michigan Assessment Consortium (MAC) may use the image (photograph or video recording) of my son or daughter in the resource materials for the Michigan Arts Education Instruction and Assessment (MAEIA) program for use in Michigan and elsewhere. I understand that my child's name and other identification information will not be provided in any public MAEIA materials.

Child's Name (Please Print)

Parent or Guardian Name (Please Print)

Date

Parent or Guardian Signature

Telephone Number

E-Mail Address of the Parent or Guardian (Please Print)

For questions, contact:

Edward Roeber
Michigan Assessment Consortium
1001 Centennial Way, Suite 300
Lansing, MI 48917
eroeber@michiganassessmentconsortium.org.

Attachment C

MAEIA CLASSROOM SCORE SUMMARY

The MAEIA Classroom Score Summary is to be used in conjunction with the Teacher Scoring Rubric(s) found in the Teacher Booklet. Fill in a word in each column for each dimension in the Teacher Scoring Rubric(s). Use this to record the scores of students on the item. Use additional sheets for more scoring dimensions or more students.

Item _____ Class _____ Teacher _____

	Rubric ___ Scoring Dimensions (Fill In Name of Each in Column Below)					
STUDENT NAME						
	Summary of Student Performance					
Number of 1s						
Number of 2s						
Number of 3s						
Number of 4s						



Michigan Assessment Consortium
1980 North College Road
Mason, MI 48854

michiganassessmentconsortium.org

Copyright © 2013. All rights reserved.