

## Collaborative Scoring of Constructed-Response and Performance Assessments by Local Educators

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### Abstract

Teacher scoring of student work can be among the most powerful professional learning that teachers can engage in. However, educators often consider the results from self-scored assessments to be untrustworthy. Central scoring of collected student work can yield more technically sound scores, but presents cost barriers. How can better scoring locally be provided in a cost-effective manner? The Michigan Assessment Consortium (MAC) addressed these challenges in its Michigan Collaborative Scoring System (MI-CSS), powered by OSCAR Classroom, using arts assessments created in the Michigan Arts Education Instruction and Assessment (MAEIA) program. This presentation focuses on the scoring processes used by participating teachers and presents results from a recent MI-CSS field test. Presenters will share reactions from participating teachers, for improving the software and related processes, and explore the implications for expanding this software to other disciplines.

### Presentation Summary

A major impediment to using performance assessments or constructed-response assessments by local educators is that the results from teacher self-scored assessments might not be trustworthy, for several reasons. Reasons include scoring of student work only by students' teachers and lack of scorer training. Collecting student work and central scoring of it, on the other hand, while resulting in more technically sound scores, is far more costly and logistically challenging for assessments used locally. Yet, teacher scoring of student work can be among the most powerful professional learning that teachers can engage in. How can better scoring locally be provided in a cost-effective manner?

The Michigan Assessment Consortium (MAC) addressed these challenges in its Michigan Collaborative Scoring System (MI-CSS), powered by OSCAR Classroom software, developed by MZ Development. MI-CSS supports Michigan's statewide assessment in the arts—the Michigan Arts Education Instruction and Assessment (MAEIA) program. MAEIA offers a catalogue of 360 model

assessments for dance, music, theatre, and visual arts in four grade bands (K-2, 3-5, 6-8, and high school).

The goal of MI-CSS is to provide independent teacher scoring of student written work and performances at a lower cost than central scoring. The online system permits teachers to upload student assessment information into MI-CSS. Teachers are able to submit their students' work in a variety of formats such as written work, video clips, and/or audio clips.

Once uploaded, teachers score their own students, using the teacher scoring rubrics provided in the MAEIA assessments (and embedded in the software). Then, other participating teachers are sent the teacher-scored student work for their independent, anonymous second scoring. Resolution scoring is provided by a team lead who facilitated the work of an elementary or secondary arts team. Scorers are able to pass anonymous notes to one another about the work to be scored or the scores applied. The goal is to match teachers who share the same discipline and school level. This permits a teacher's student work to be independently scored by other teachers in the same discipline. All scoring takes place "at home," when teachers are able to find the time to carry out project activities.

While MI-CSS was developed for the arts, its implications transcend all curriculum areas. In the future, a state might use a system like MI-CSS to provide model assessments (with model scoring rubrics and scorer training resources) for local educator use embedded in instruction, thus improving the quality of assessments and assessment information at relatively low cost. This would permit a state agency to support balanced approaches to assessment by providing the assessments of student learning that districts could use to supplement and expand the range of assessments used at the state level. This might alleviate some of the "pressure" on state large-scale assessment programs to use numerous written-response and performance assessments; instead, these could be offered and used by local school district and yield information that expands on the state assessment information.

If teachers can successfully engage in this collaborative work, then barriers to the use of constructed response or performance item types where students' responses are captured in writing, audio, or video will be substantially lowered, making such assessments a feasible part of a balanced approach to state and district assessment. This could expand the range of item types used to measure student achievement. For example, what would MI-CSS permit in areas such as science, where new national standards call for all students to actively engage in investigations of phenomena in their learning? Students would be able to submit written as well as audio or video evidence from their investigations as well as concluding papers or presentations prepared to describe their findings.

## Resources for further exploration

MI-CSS: [michiganassessmentconsortium.org/mi-css](http://michiganassessmentconsortium.org/mi-css)

Michigan Assessment Consortium: [michiganassessmentconsortium.org](http://michiganassessmentconsortium.org)

Michigan Arts Education Instruction and Assessment Program: <https://maeia-artsednetwork.org/>

Oscar Classroom: [mzdevinc.com/news/michigan-performance-assessment-success-with-oscar-classroom](http://mzdevinc.com/news/michigan-performance-assessment-success-with-oscar-classroom)