Craftsmanship - Score 3

Craftsmanship - Score 2

Shape - Score 3

The Recycler insect.

(actual size of bug)

plastic Champers

Stomach that turns plastic back into natural earth

Stinger to attack frivolous corporation

Birds eye view

mouth with teeth sticking out so it can chomp on leaves easier

eye: made in a circle to be able to see in all directions at all times (better for searching where to plant seeds)

wings so it can fly

Pouch opening so it can walk and pick up seeds

View from underneath

wings hang off the side of the body so it can get the most wing size possible

pouch used to carry seeds

legs: they make the insect able to walk and they are short so it can easily pick up seeds

side view

eye

pouch

Platreus

The Acid Breaks down the Garbage.

Prototype-1A

used to call other flies to scan up for sight.

Tiny holes in the antennas turn the poison into fresh air.

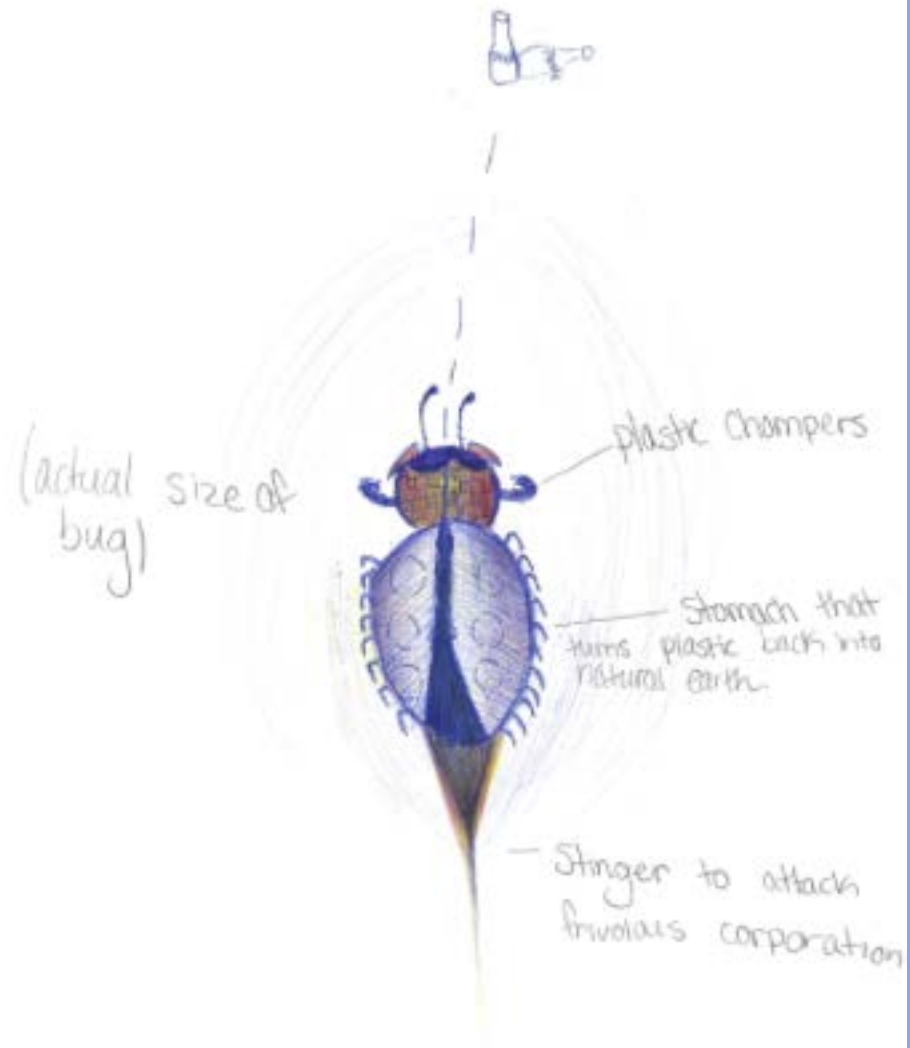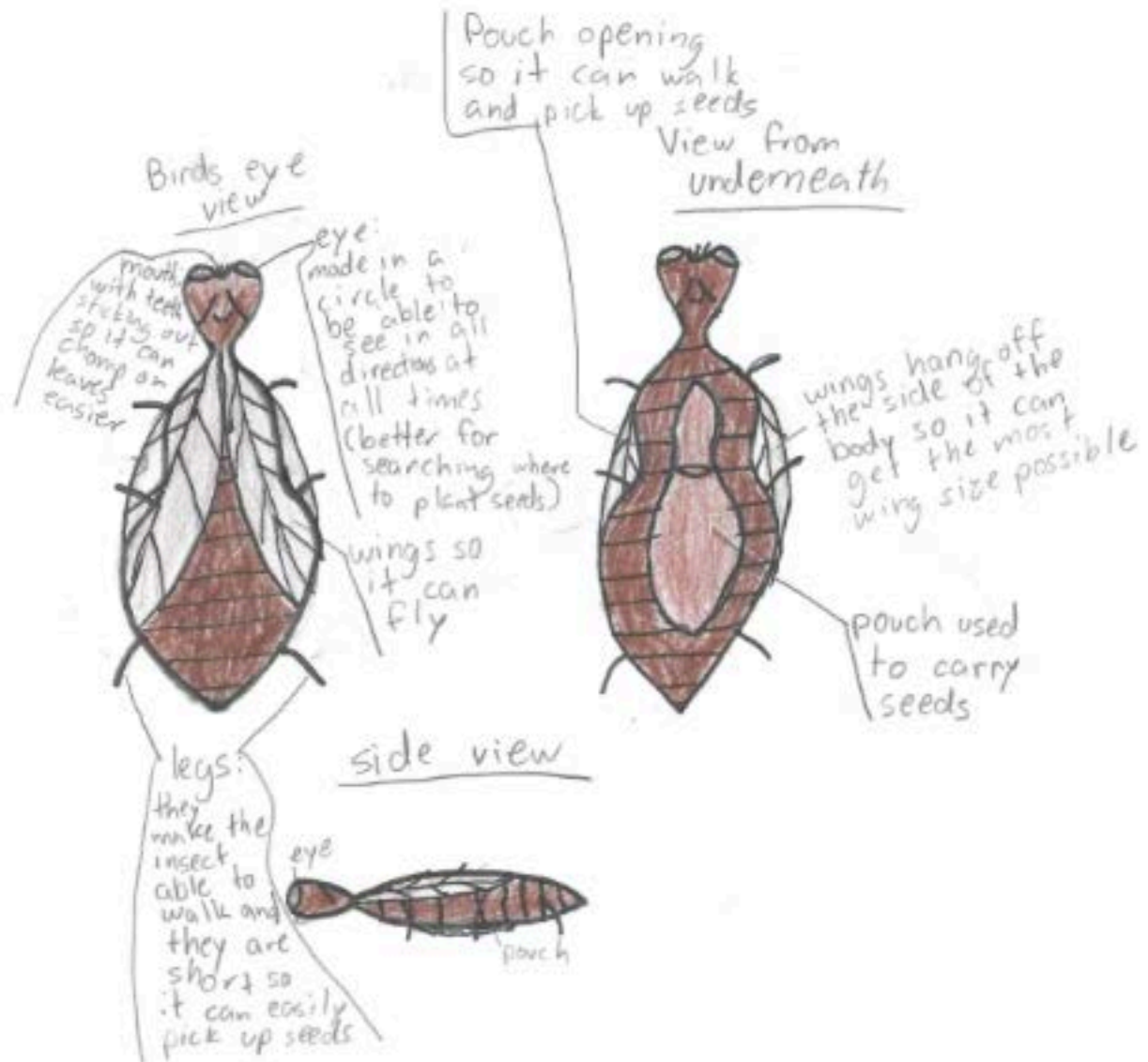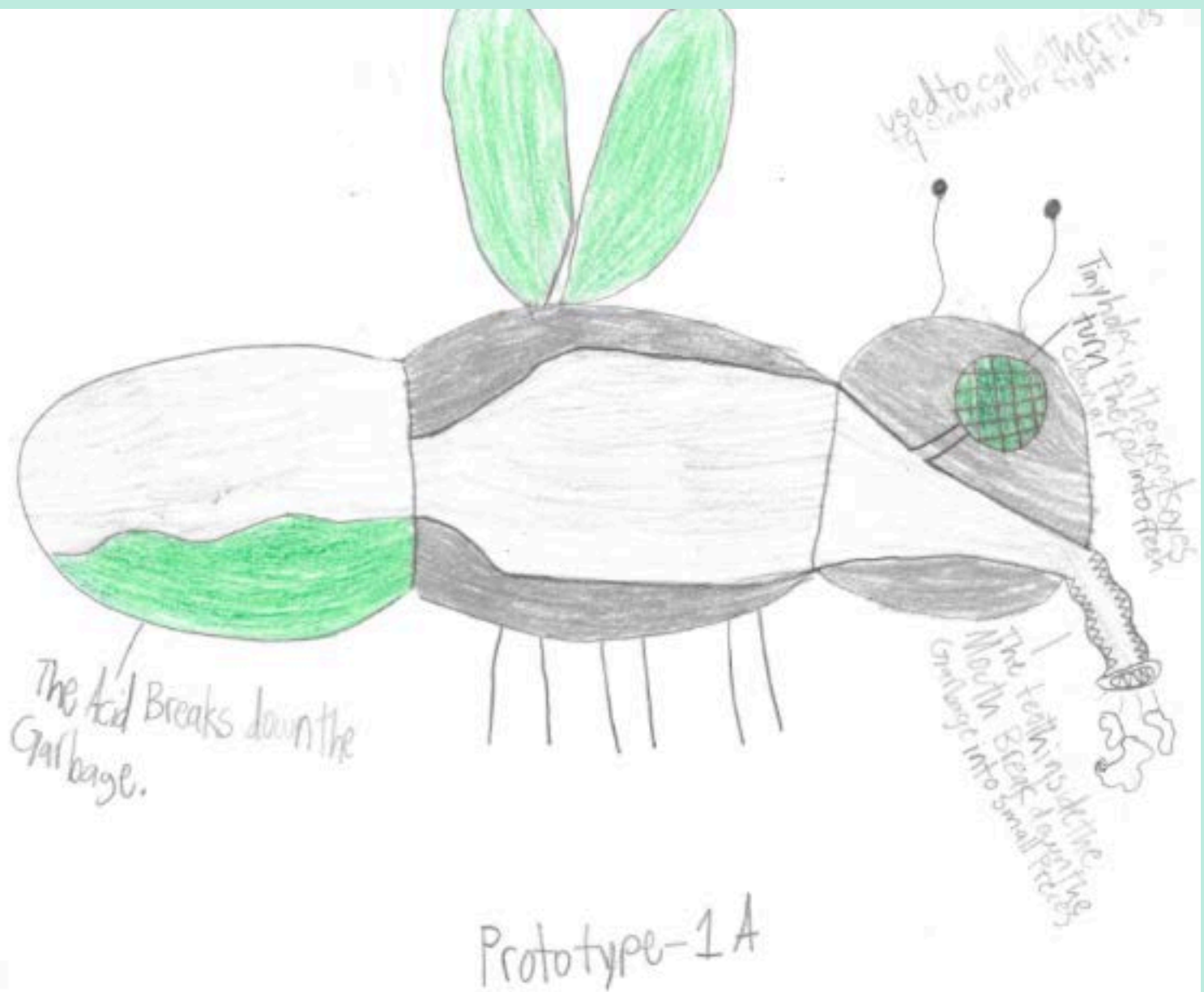The teeth inside the Mouth Break d grent he Garbage into small pieces

Innovation - Score 2

Data-Driven Arts and Authentic Assessment: How the MAEIA Project Supports the Whole Child

MDE School Improvement Conference
November 20, 2017

The Michigan Arts Education Instruction and Assessment (MAEIA) project offers comprehensive resources to support educators in providing personalized curriculum and performance tasks which measure growth through authentic assessment. All children—especially those living in poverty—should be served by programs that meet research-supported standards for quality, including the arts. The breadth of the MAEIA assessment catalog and tools directly correlate to the cultural values of student populations as well as multi-cultural arts aesthetics and align with Michigan's ESSA plan.

maeia
Michigan Arts Education
Instruction & Assessment
Advancing Creativity in Education

Our Team

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- Improve the quality of your arts education program

- Monitor and improve student learning in the arts

- Support professional practice and improve teacher effectiveness

- Advance arts as a core element of public education

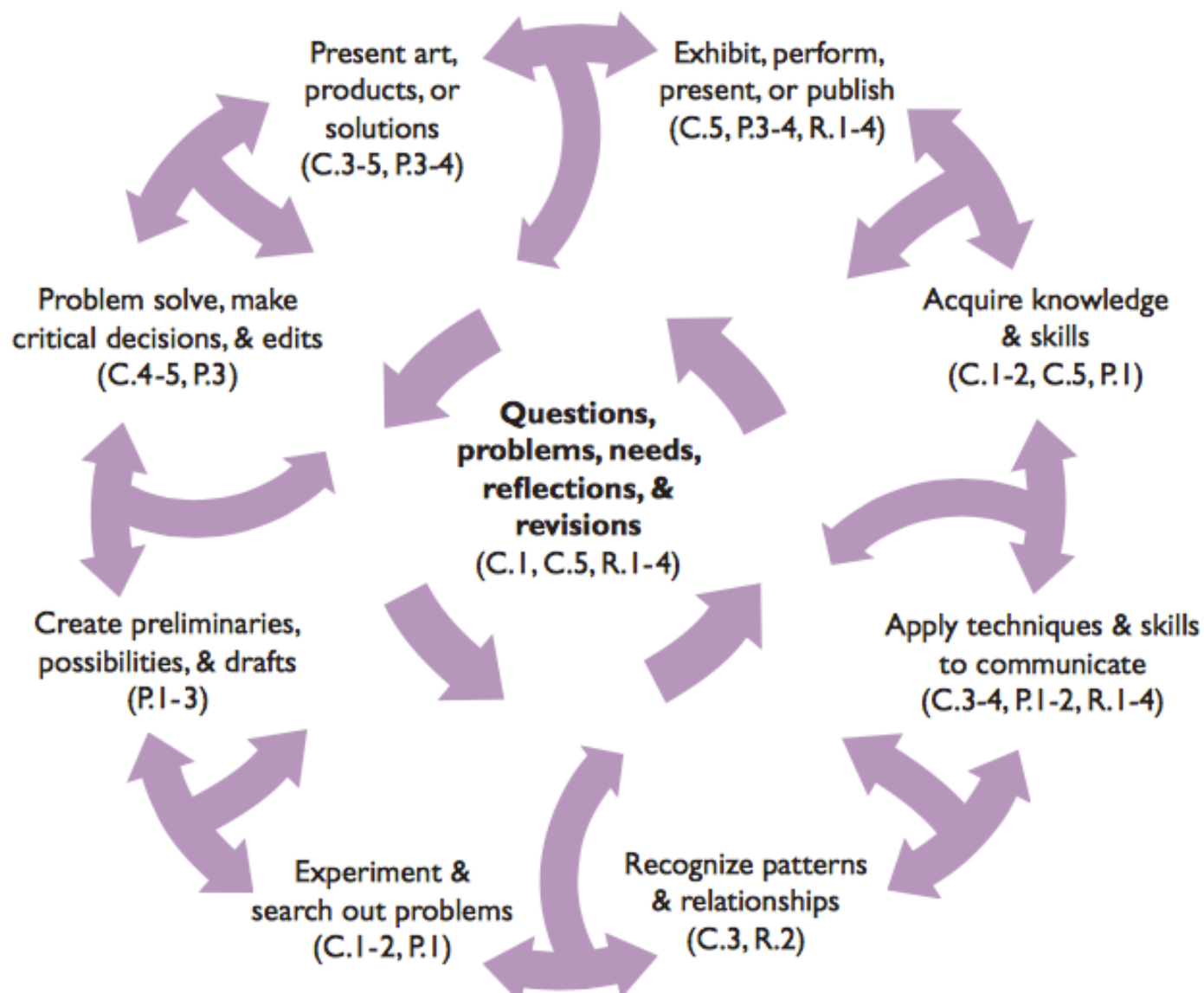# Supporting the Whole Child

Create   Perform   Respond

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ARTISTIC/CREATIVE PROCESS CHART

As illustrated by iterative cycles of exploration before completion

Present art, products, or solutions (C.3-5, P.3-4)

Exhibit, perform, present, or publish (C.5, P.3-4, R.1-4)

Problem solve, make critical decisions, & edits (C.4-5, P.3)

Acquire knowledge & skills (C.1-2, C.5, P.1)

Questions, problems, needs, reflections, & revisions (C.1, C.5, R.1-4)

Create preliminaries, possibilities, & drafts (P.1-3)

Apply techniques & skills to communicate (C.3-4, P.1-2, R.1-4)

Experiment & search out problems (C.1-2, P.1)

Recognize patterns & relationships (C.3, R.2)

Tips
for
Selecting
Assessments

maeia-artsednetwork.org/model-assessments

Types of Assessment Items

Performance Tasks

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

Performance Events

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

Tips for Selecting Items

Select a mix of . . .

Tasks & Events

Create

Perform & Present

Respond

Together, these are the creative process.

Tips for Selecting Items

Select the Tasks and Events that will logically fit into your existing curriculum and instructional plans.

You may modify the assessments to better fit your instruction (e.g., change the genre of the work of art used in the assessment).

Tips for Selecting Items

Select a small number of Events (1-3) and Tasks (1-2) to use throughout the school year (September–May).

We suggest that items be used within one of three instructional cycles, to help you pace your use of the Events and Tasks.

Fall	Winter	Spring
September 1 – November 30	December 1 – February 28	March 1 – May 30

maeia-artsednetwork.org

MAEIA Tools and Resources

K-12 Tools and Resources   Model Assessments   Partners   About Us   Join The Conversation

PROMOTE STUDENT LEARNING ›

MAEIA Model Assessments

Dance

Music

Theatre

Visual Arts

PROGRAM IMPROVEMENT ›

MAEIA Program Blueprint

MAEIA Research & Recommendations

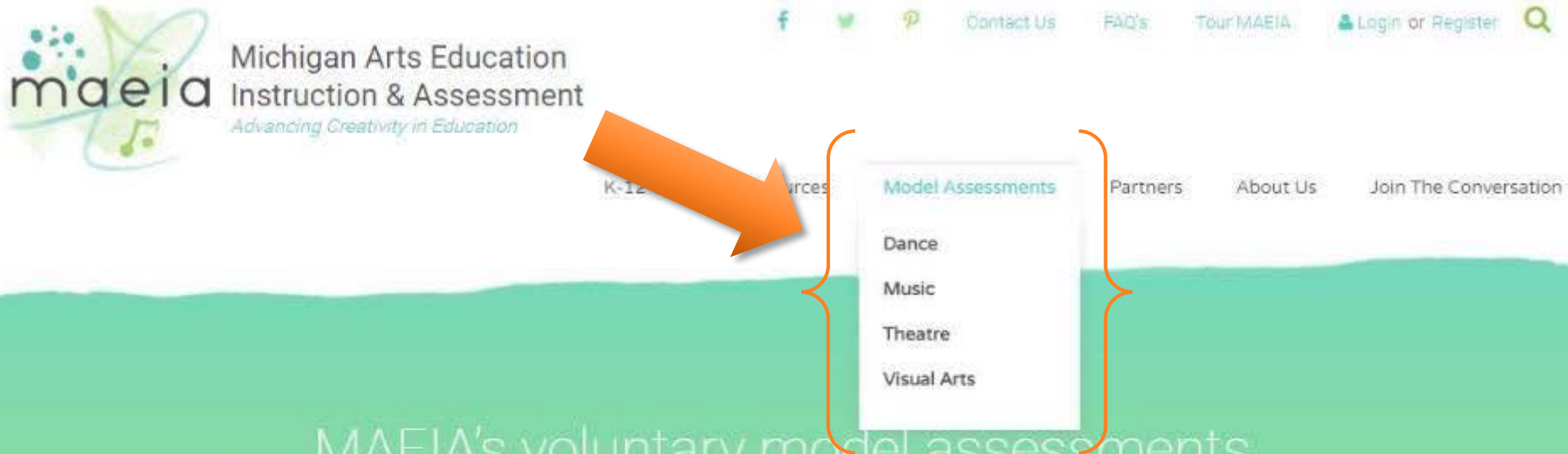**MAEIA Program Review Tool**

PROFESSIONAL LEARNING ›

MAEIA Leadership Fellows

Videos & Webinars

Educator Effectiveness

Explore Opportunities

Catalog page for each discipline

Michigan Arts Education
Instruction & Assessment
Advancing Creativity in Education

Contact Us   FAQ's   Tour MAEIA   Login or Register

K-12   ...urces   Model Assessments   Partners   About Us   Join The Conversation

Dance

Music

Theatre

Visual Arts

MAEIA's voluntary model assessments
help K-12 arts educators authentically
assess student learning in all grade levels
and content areas in the arts.

DANCE • MUSIC • THEATRE • VISUAL ARTS

Music

MODEL ASSESSMENTS

Music performance assessments are searchable by grade or grade-span. They are also searchable by MAEIA performance standards, VPAA Guidelines, and NCAS Anchor Standards or Educator Evaluation Method.

📄 **View Standards Information**

Resources

📄 MAEIA Assessment Administration Manual

📄 Assessment Specifications for Music

➜ Music FAQ's

Browse MAEIA Model Assessments

Scroll down to see the entire catalogue or use the form below to search. You can hover over the standards' codes for each assessment to read the standards. All items have an overview. Some have exemplars attached to the rubrics.

Click on an item in the "Assessment Title" column of the catalogue to read an overview of the item and see other information about the item.

SEARCH	GRADE	HIGH SCHOOL LEVEL ⓘ	STANDARDS & GUIDELINES ⓘ	
Search by Title or Keyword 🔍	Any ▼	All Levels ▼	Any ▼	Submit

Showing all results for "Music"

ASSESSMENT TITLE ▾	GRADES ▾	HIGH SCHOOL LEVEL ▾	EDUCATOR EFFECTIVENESS METHOD ▾	MAEIA PERFORMANCE STANDARD ▾	CONTENT STANDARD ▾	VPAA GUIDELINE ▾	NCAS ANCHOR STANDARD ▾	REQUIRES RECORDING ▾	TIME ▾
M.T101 AB & ABA Form Identification and Composition	2nd	N/A	2	M.EL.R.2	M.IV.2.1	N/A	MU:Cr1 MU:Cr3	✅	Approx. 120 min
M.T205 Arrange a Familiar Song	4th	N/A	3	M.EL.C.1	M.II.4.4 M.II.4.5	N/A	MU:Cr2 MU:Cr3	✅	Approx. 180 min
M.T209 Arrange an Accompaniment for a Simple Song using Nonpitched Instruments	3rd, 4th, 5th	N/A	1	M.EL.C.1–Create M.EL.P1–Sing	ART.M.II.EL.5 ART.M.I.FL.8– Perform M.II.3.5–Use M.II.4.5–Use M.II.5.5–Use ART.M.I.3.8– ART.M.I.4.8	N/A	MU:Cr1 MU:Cr3	✅	Approx. 60-90 min

Overview of a Music Item

M.E411

Compose a Consequent Phrase

Compose a Consequent Phrase

Teachers will provide an antecedent musical phrase of four measures in length. Students will then compose a new consequent phrase on demand during a single class period.

This item has not yet been field-tested.

Teacher Booklet

📄 Download PDF
📝 Download Word Doc

Student Booklet

📄 Download PDF
📝 Download Word Doc

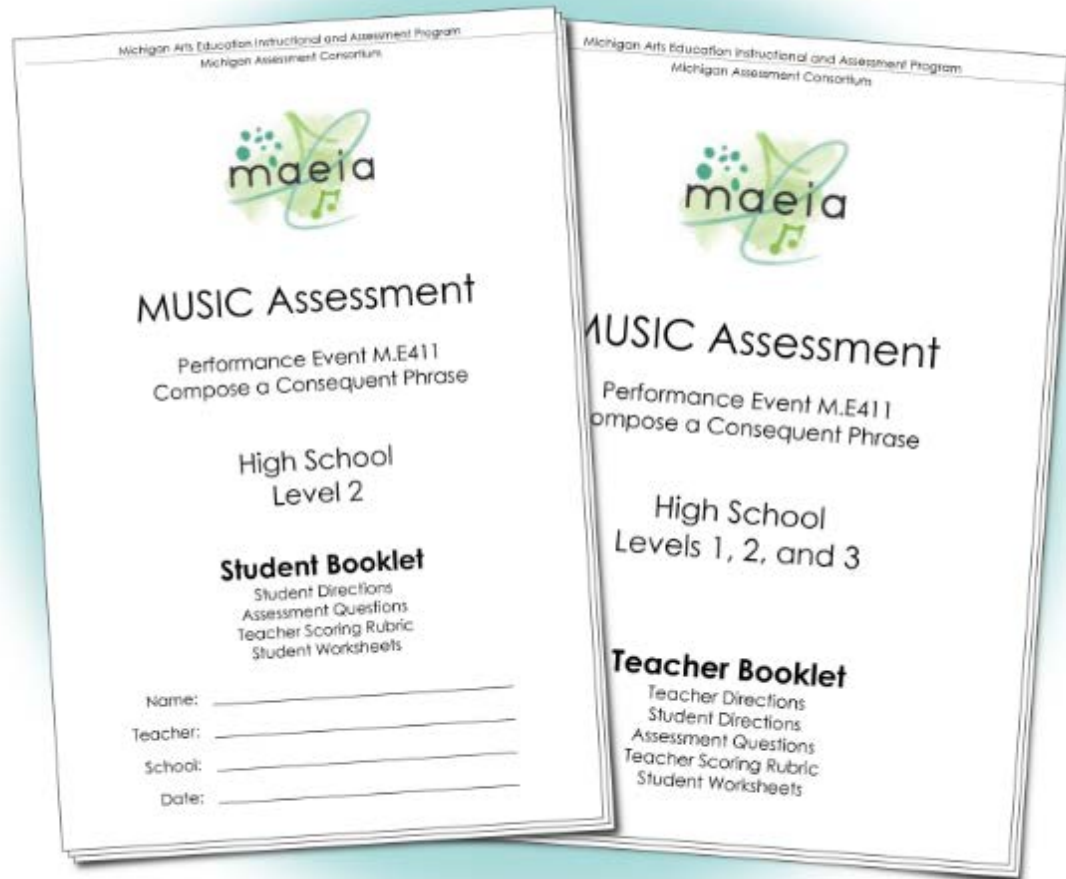✏ Leave Feedback for this Assessment

Assessment Info

E Event

👤 Grades 9th, 10th, 11th, 12th

🏆 Level 1, 2, 3

⏱ Approx. 50 min

3 Educator Effectiveness Method

Standards

➕ Performance Standard

➕ Content Standard

➕ VPAA Guidline

➕ NCAS Anchor Standard

Teacher and Student Booklets

MAEIA Catalog—Let's Browse!

- MUSIC M.T409 Make a Cover Song

https://maeia-artsednetwork.org/assessment/make-a-cover-song/

- VISUAL ARTS V.T101 All About Me—Self Portrait (Kindergarten)

https://maeia-artsednetwork.org/assessment/all-about-me-self-portrait/

Teachers can also provide feedback about the assessments they use!

"

The MAEIA assessments make you grow as a teacher and re-evaluate your instructional practices."

Amy Pobanz, Art Teacher
John Glenn High School
Bangor, MI

Responsible Scoring and Reporting

- Assessment Literacy

- Best practices which support student and teacher growth

- Clear and convincing evidence which share the story of a teacher's success

MAEIA Modules and Videos available at www.maeia-artsednetwork.org

Collaborative Scoring System

Challenges of scoring performance assessments:

- Cost
- Logistics

Advantages of distributed scoring:

- Professional learning
- Active educators involved
- Increased reliability for educator
evaluation

2017-18 MAEIA Collaborative Scoring Pilot

Will use existing collaborative scoring system (Assessment View)

- Arts educators who volunteer will
  - administer 1 or more MAEIA assessments
  - upload student responses to the system
  - score their own students in the system, and
  - score work from other teachers' students

- Scores will be compared and a third where there are major discrepancies

- Reliable results at relatively low cost

Demonstrating Educator Effectiveness

- Methods for document growth in student learning:
  - pre-post same year
  - pre-post adjacent years
  - select exemplary work from available evidence

- Educator Effectiveness (EE) Resources
  - EE page outlines the steps for planning, implementing, and presenting evidence of effectiveness with supporting materials
  - Video resources address how to:
    - Select Assessments, Create an Assessment Plan
    - Score and Report Student Growth the MAEIA Assessments
    - Develop SLOs
    - Share evidence = share the narrative of achievement
    - Dispel the myths about best assessment practices

Using MAEIA Assessments to
Demonstrate Educator Effectiveness
Version 5.0 | August 2016
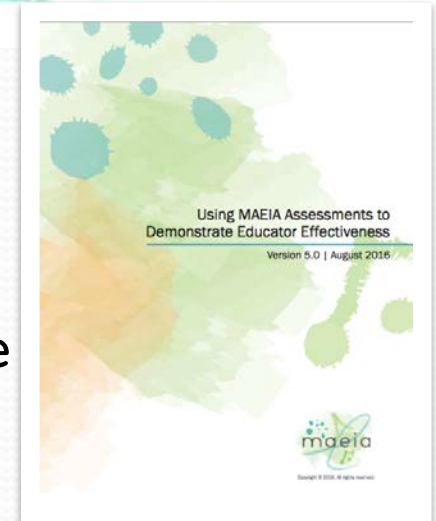
maeia

MAEIA Resources

Program Improvement

- Blueprint of a Quality Arts Education Program

- Research and Recommendations

- Arts Education Program Review Tool

Promote Student Learning

- Michigan Arts Education Assessment Specifications

- 350 Model Arts Assessments in Dance, Music, Theatre, Visual Arts

Seven Criteria of a Quality Arts Education Program

- Student Access
- Facilities and Resources
- Policies and Accountability
- Connections
- Professional Learning and Instructional Support
- Community and Cultural Collaborations
- Program Planning, Review, and Improvement

Michigan Blueprint of a Quality Arts Education Program

PRT Webinar Video

Webinar Powerpoint ⬇

What is the Michigan Arts Education Program Review Tool?

The Program Review Tool is a self-study tool that schools and districts can use to analyze and reflect on the status of their own arts education program.

Based on the Michigan Blueprint of a Quality Arts Education Program, the Program Review Tool can provide useful information about the nature of an arts education program and can become the basis for enhancing arts education in the context of school improvement.

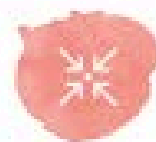## The PRT empowers School and District Leaders to:

Understand Impact

Understand the impact of your arts education programs in dance, music, theatre and visual arts.

Describe Involvement

Describe the current level of student involvement with the arts.

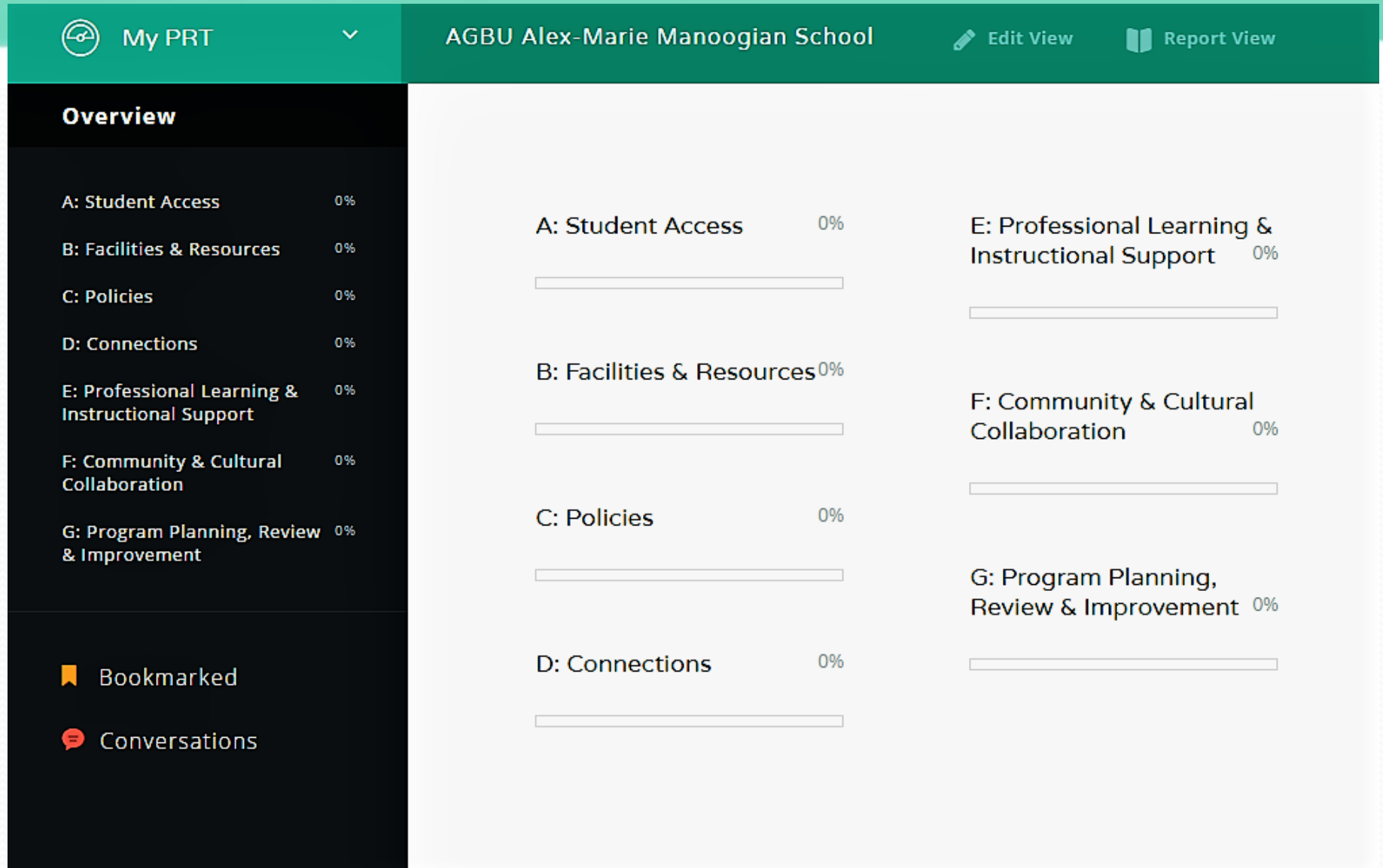**Align Resources**

Align resources to areas of need.

Improve Program

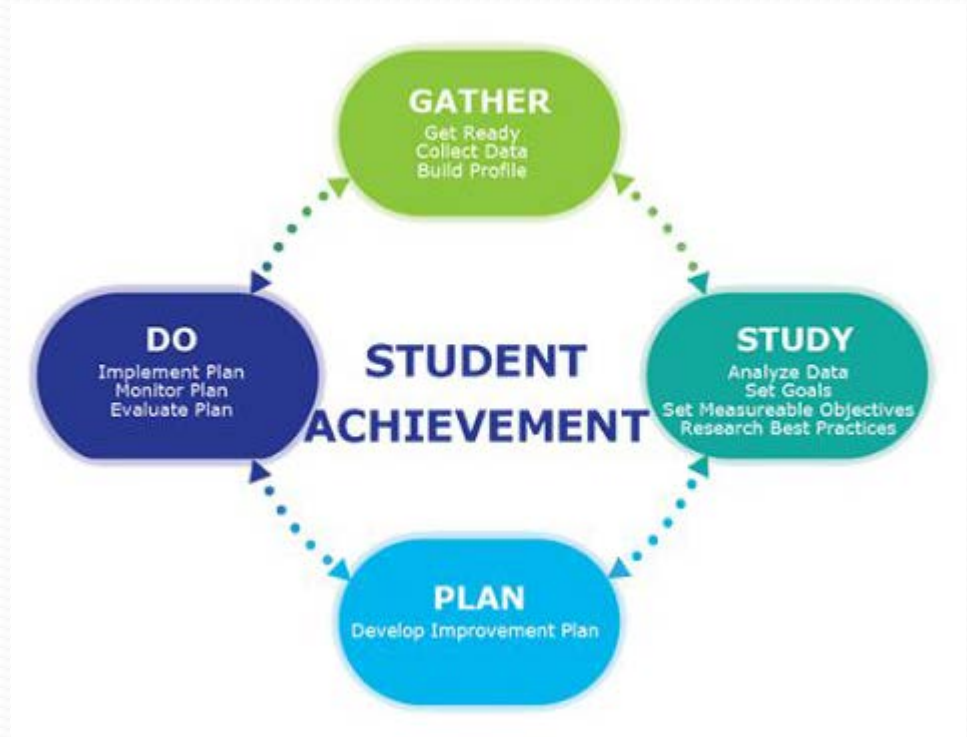Improve your arts education programs and participation in them.

PRT Online: Sneak Preview

Why is the Arts Program Review Tool important?

- School improvement is driven by data.

- The *MAEIA Program Review Tool* provides you with data related to your arts program to help drive school improvement goals and strategies.

GATHER
Get Ready
Collect Data
Build Profile

STUDY
Analyze Data
Set Goals
Set Measureable Objectives
Research Best Practices

STUDENT ACHIEVEMENT

DO
Implement Plan
Monitor Plan
Evaluate Plan

PLAN
Develop Improvement Plan

PRT Supports ESSA and Top 10 in 10

- 2018-19 - Arts Data in Building and District level Transparency Dashboards

- Comprehensive Needs Assessment > Arts PRT

# Connections to Title Funding (ESSA)

- Title I—improving basic programs operated by state and local educational agencies.

- Title II—preparing, training, and recruiting high-quality teachers, principals, or other school leaders.

- Title III—language instruction for English learners and immigrant students.

- Title IV—21st century schools.

Title IVA Funding/Grants

- These grants to districts can help close the gap for well-rounded subjects including dance, media arts, music, theatre and the visual arts.

- USDoE guidance specific to Title IVA can be found at the link below. (Oct. 2016) http://www2.ed.gov/.../elsec/leg/essa/essassaegrantguid102120...

MAEIA Leadership Fellows Program
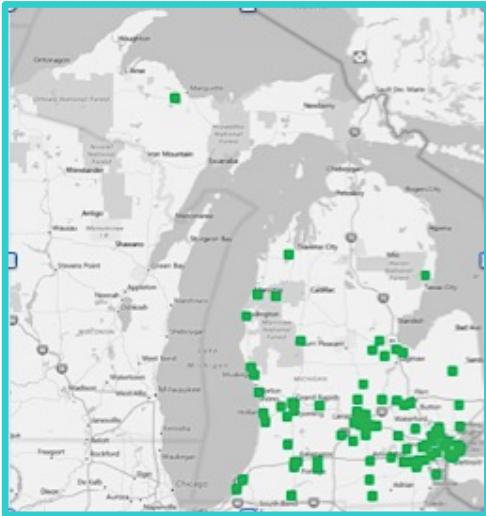
- Funding from MCACA and MDE to support up to 8 Leadership Fellows and 15 Associates

- Selection criteria: creativity, experience, and professional networks to maximize the opportunity

- Blend of face to face and virtual, individual and small group professional learning opportunities

Newsletters, Blogs, and Communications…oh my!

- Key Communicator Network
  - Currently consists of 385 individuals (includes founding partners)
  - Communications Toolkit & guide sent August 2016
- MAEIA Newsletter
  - First issue February 2017 LINK
  - 294 subscribers
  - 389 partners and key communicators
  - 600+ MAEIA community members
- Media page at http://maeia-artsednetwork.org
  - Archived newsletters and media stories
  - Resources for editors/partners

FEATURED BLOG

Stuart Chapman Hill:
"Creating" Better Professional Development

If you want to get a group of educators chattering in a hurry, walk into a teachers' lounge and toss out a favorite educational "buzz" word or phrase. One of my favorites, as a middle school choir teacher, was "professional development," an idea that seemed so unimpeachably good on its face—what teacher wouldn't want to keep growing and learning—but that so often came wrapped in unappealing packages that it prompted more eye-rolls than anything else. What does meaningful professional development look like? And what's MAEIA got to do with it?

Read More

Newsletters, Blogs, and Communications…oh my!

- MAEIA Blog LINK
  - 28+ blogs now posted
  - Searchable by key word, date, or author
  - Contributors include:
    - MAEIA Fellows
    - Arts Educators
    - Partners
    - Teaching Artists
  - New bloggers welcome!

19 OCT 2016

Debra Henning: Disappearing the Gulf between the Arts and Sciences

👤 Heather Vaughan-Southard   💬 Leave a Comment
🏷 Cosmopolitan Chicken Research Project, ENERGY/MASS, Glenn Kaino, Mara Hasseltine, Next Generation Science Standards, Vanmechelen, Wasserman Projects

"We are in a revival of a cosmopolitan renaissance where we make the combination again between imagination and knowledge. We need art and science to make a connection. Out of this we can create …

Continue Reading

ENERGY/MASS, Wasserman Projects

Alignment of MAEIA Resources, Michigan's 10 in 10 Plan, and ESSA

- MAEIA PRT provides a comprehensive review of school/district arts education programs for improvement purposes

- MAEIA data points from the PRT can inform MDE's Comprehensive Needs Assessment

- MAEIA data points can also inform the arts education indicator in the new Accountability System and in the Michigan's transparency dashboard

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MAC Overview

- Who is the MAC
  - The mission of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment, and effective instruction. We do this by collaboratively...
    - Promoting assessment knowledge and practice.
    - Providing professional learning.
    - Producing and sharing assessment tools and resources.
  - http://michiganassessmentconsortium.org/
- How are we structured
- What we do

Michigan
Assessment
Consortium

Improve learning.
Increase success.

Contact Us

MAEIA Project

517-816-4520

maeia.artsed@gmail.com

advancing creativity in education