

**Figure 4.3: Creating Common Assessments Checklist**

Common Assessment Criteria	Check If Addressed
1. The targets or standards being assessed are written on the assessment.	
2. Questions on the assessment align to the targets or standards being assessed.	
3. There are enough questions per target or standard for teachers to know whether students learned the target or standard (for example, more than one question and, if multiple choice, four to five questions per target or standard).	
4. The questions on the assessment are a balance of lower- and higher-level questions and match grade-level proficiency expectations.	
5. The team has agreed how to score the assessment and what students must show in their work and reasoning to demonstrate proficiency.	
6. Directions are clear and easy to read. If the assessment is oral, teachers have a common script to read, common manipulatives or text, and a common checklist to record student learning data during the assessment.	
7. If the assessment is on paper, the font size is large enough and there is space for students to write answers if needed.	
8. There are team agreements for how to administer the assessment and the resources students can use, if any.	
9. The team has agreed how to modify or accommodate any assessments for students who require it.	

Source: Adapted from Kanold, T. D., Schuhl, S., Larson, M. R., Barnes, B., Kanold-McIntyre, J., & Toncheff, M. (2018). Mathematics assessment and intervention in a PLC at Work. *Bloomington, IN: Solution Tree Press*; Kramer, S. V., & Schuhl, S. (2017). School improvement for all: A how-to guide for doing the right work. *Bloomington, IN: Solution Tree Press*.