

Figure 4.4: Common Assessment Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Common Formative Assessment (During Unit)	<p>Assessment is too long—uses too many instructional minutes to get data for students and teachers.</p> <p>The assessment is at a lower level of rigor than the intent of the standard or the items on the unit assessment.</p> <p>Each teacher on a team makes his or her own assessment.</p>	<p>Assessment is appropriately short in length.</p> <p>Assessment is common; however, teachers may not score it together or may not determine proficiency in advance.</p> <p>Teams write the assessment without considering the final expectations as determined on the summative assessment.</p>	<p>Teams determine proficiency before giving the assessment, and scoring agreements are clear.</p> <p>The rigor matches the intent of the standards and matches the summative assessment.</p> <p>Teachers reflect on the data to make instructional decisions.</p>	<p>Teams analyze trends in student work to determine what students who exceed, meet, nearly meet, and do not meet expectations demonstrate in terms of their understanding and application.</p> <p>Teams take differentiated instructional actions.</p> <p>Students analyze their results and set goals.</p>
Common Summative Assessment (End of Unit)	<p>Teams create the assessment at the end of the unit just before the assessment day.</p> <p>Teams use a publisher test or other assessment as is without making sure every test item aligns to a standard in the unit.</p> <p>Directions or questions are unclear.</p> <p>Scoring details are unclear or not specified.</p> <p>Assessment includes only multiple choice or only constructed response.</p> <p>Teachers may give assessment at the same time.</p> <p>Teachers may modify the assessment.</p>	<p>Teams create the assessment before the unit begins.</p> <p>The assessment contains clear directions and questions.</p> <p>Teams make scoring agreements in advance of giving the assessment.</p> <p>Assessment may only be one format (multiple choice or constructed response).</p> <p>All the teachers on a team give the assessment at roughly the same time.</p> <p>Teachers may modify the assessment or administer it differently from the rest of the team.</p> <p>Teams look at data and then move on.</p>	<p>Teams create the assessment before the unit begins. Items are clearly aligned to the learning targets and standards.</p> <p>Teams determine proficiency by learning target or standard in advance of giving the assessment.</p> <p>Scoring agreements are clear to teachers and students and teams calibrate their scoring.</p> <p>The assessment has a variety of formats.</p> <p>The assessment matches the rigor of the standards.</p> <p>Teams analyze data and teachers determine next instructional steps.</p>	<p>Teams create the assessment before the unit, align items, and emphasize priority standards.</p> <p>There are enough items to determine proficiency on the standards assessed.</p> <p>There is a balance of rigor on the assessment.</p> <p>Teachers analyze the data by standard and by student to determine what students learned and have not learned yet and which students learned and have not learned yet. The team makes a targeted plan.</p> <p>Students analyze and reflect on their assessment data and make learning goals.</p>

Source: Kramer, S. V., & Schuhl, S. (2017). School improvement for all: A how-to guide for doing the right work. *Bloomington, IN: Solution Tree Press, p. 109.*