

Table 1.4

**Before-the-Unit Status Check Tool for HTLA 4—
Developing Scoring Rubrics and Proficiency Expectations
for the Common Assessment Instruments**

Directions: Discuss your perception of your team’s progress on the fourth high-leverage team action—developing scoring rubrics and proficiency expectations for the common assessment instruments. Defend your reasoning.			
Stage I: Pre-Initiating	Stage II: Initiating	Stage III: Developing	Stage IV: Sustaining
We do not use common scoring rubrics on our assessments.	We discuss our scoring and grading practices collaboratively.	We create scoring rubrics for our common unit assessments collaboratively.	We create dependable scoring rubrics for all tasks on the common unit assessments as a collaborative team.
Each teacher establishes his or her own scoring system for their independent assessments.	We have not yet reached agreement on how to score the tasks on our common assessments.	We discuss and reach agreement on a student’s complete response to receive full credit on each task for our common assessments.	We design assessment rubrics to align with students’ reasoning about the mathematics in each essential learning standard for the unit.
We do not know the scoring and grading practices other members of our team use.	We use scoring rubrics independently and do not discuss our use of scoring rubrics with other members of the team.	We use the common end-of-unit assessment scoring rubrics for measuring student proficiency on each learning standard but don’t discuss them as a team.	We use the common end-of-unit assessment scoring rubrics for measuring student proficiency on each learning standard and discuss them as a team.
We do not set student proficiency targets for each essential learning standard of the unit.	We set student proficiency targets independently but do not know the proficiency targets other members of our team use for each essential learning standard of the unit.	We collaboratively set student proficiency target performances on the end-of-unit assessment for some, but not all, of the essential learning standards of the unit.	We collaboratively set student proficiency target performances on the end-of-unit assessment for each essential learning standard of the unit.