

Figure 1.3: Quality Indicators for Collaborative Common Assessments

Directions: Work as individuals or as a team to score each of the quality indicators using the following scale.

- 1:** I understand the concept but would have difficulty engaging with it in our team.
- 2:** Our team has just begun to try this practice, but it is not *natural* or embedded in our routines yet.
- 3:** Our team routinely engages in this practice.
- 4:** Our team has refined this practice, and we could easily share our protocols, processes, and results to teach the process to others.

Design

1. The assessment is collaboratively developed.	1	2	3	4
2. The assessment aligns with the priority standards (the most important learning expectations).	1	2	3	4
3. The assessment is tied tightly to clearly identified learning targets within the priority standards.	1	2	3	4
4. The assessment is designed to meet challenging expectations (for example, identified levels of rigor or depths of knowledge) as outlined by the district, school, or team itself.	1	2	3	4
5. The assessment is designed for accuracy, and the selected method is appropriate for the target requirements.	1	2	3	4
6. Any supporting assessment tools (rubrics, exemplars, and so on) align with any quality-focused indicators of learning as established in the standards or outlined in team-identified expectations.	1	2	3	4
7. The assessment is designed to avoid sources of bias that distort results.	1	2	3	4
8. The assessment itself, or the overall assessment plan for the intended learning, gathers sufficient evidence to indicate mastery of student learning.	1	2	3	4

Delivery

9. All staff members are aware of and supportive of the assessment plan.	1	2	3	4
10. Team members deliver the common assessments in the same time frame.	1	2	3	4
11. The team's focus is results oriented by learning target to measure whether students are learning, and the results empower learners in addressing their own gaps through the intervention strategies.	1	2	3	4

REPRODUCIBLE

12. The team bases all its efforts—before, during, and after it gives the assessment—on determining ways that teachers and staff can identify students needing interventions or enrichments.	1	2	3	4
13. The team employs tools, processes, and policies that allow for student involvement in responding to the results (data interpretation).	1	2	3	4
14. The team's assessment plan promotes continued learning with formative opportunities and additional assessments to monitor achievement.	1	2	3	4
15. Staff and procedures are in place to monitor the plan's execution.	1	2	3	4
Data				
16. The data are gathered and analyzed in a timely fashion for immediate responses.	1	2	3	4
17. The data shared with learners are presented as meaningful feedback and information designed to engage the learners in motivated responses to support continued learning.	1	2	3	4
18. All decisions regarding the data are aligned with proficiency levels that have been predetermined by district, school, or team itself.	1	2	3	4
19. Practices and protocols are utilized to guarantee common data result from the use of common assessments (collaborative scoring is used to calibrate all scores to be consistent with team expectations).	1	2	3	4
20. The data are arranged in a manner that enables teacher teams to target appropriate interventions for specific classrooms and students.	1	2	3	4
21. The data are arranged in a manner that enables teacher teams to identify appropriate program (curriculum, instruction, and assessment) modifications.	1	2	3	4
22. The data report requires a display of the data, a reflection of team learning, and a response plan to address the results with clearly determined ways for teachers and staff to respond to learners needing interventions.	1	2	3	4
23. The data are used to monitor progress toward achieving SMART goals.	1	2	3	4
24. The data are shared for schoolwide involvement to support learning as necessary.	1	2	3	4
25. The data are monitored for celebrations of student and teacher learning (and are not used to judge teacher performance).	1	2	3	4