

Common Assessment Self-Reflection Protocol

Directions: Use the following prompts to guide a team discussion of your common assessment practices for each unit. Share your results with other teams as needed.

Purpose of common assessments:

1. Why do we need common mathematics assessments for each unit?

Design of common mathematics assessments:

2. Do we write the essential learning standards on our tests? Who currently identifies and decides the essential learning standards for each unit?
3. Which assessments are common for our team (for example, quizzes, exit slips, mid-unit assessments, projects, and end-of-unit assessments)?
4. Who creates the assessments and the mathematics tasks (questions) for each assessment?
5. How do we organize the assessments (for example, by assessment type, or by essential learning standard)?
6. Do we expect students to show their work on the assessment? What work do we expect?
7. Are there common scoring agreements for each mathematics task (problem) on the assessment?

Use of common mathematics assessments:

8. Are students currently required to respond to errors made after taking common assessments?
9. What percentage of a student's final grade is based on the result of a common assessment?
10. How does our team currently analyze data from common assessments to inform instructional decisions in the next unit?

Use the self-reflection team assessment protocol as a survey for each member of your team. Then, use your responses for a subsequent discussion with each member of your grade-level or course-based mathematics team. Share your personal unit-by-unit assessment practices and routines with one another. You can use each team member's responses to find initial common ground for your collective mathematics assessment work. Discuss your responses and, as a collaborative team, reach consensus and determine how you will build your common assessments and how you will use those assessments to support formative student learning routines.