

Common Assessment Continuum – Rate Your PLC Collaborative Teams

I	II	III	IV	V
Don't have them.	Have them, but not all use them.	Have them, all use them, but no analysis is done.	Have them, all use them, but analysis does not lead to instructional decisions.	Have them, all use them, and collaboratively analyze data to make instructional decisions.
<ul style="list-style-type: none"> • How well are students doing on specific learning targets? • How do you know? 	<ul style="list-style-type: none"> • Are the assessments aligned with content expectations? • Are scores on common assessments shared among team members? • Are grading practices consistent within teams? 	<ul style="list-style-type: none"> • Are the assessments aligned with instructional practices? • In what ways do teachers collaborate to develop common assessments and scoring rubrics? • In what ways are students provided the opportunity to learn the <i>Content</i> that is assessed? • How are grading practices ensured to be consistent within teams? 	<ul style="list-style-type: none"> • In what ways do teachers use collaborative procedures to make informed decisions about instruction based on assessment analysis? • In what ways do teachers collaborate to develop common assessments and scoring rubrics? • In what ways do teachers analyze and discuss alignment of assessments to standards? • How do teams ensure all students are provided the opportunity to learn the mathematics that is assessed? 	<ul style="list-style-type: none"> • In what ways do teachers collaborate to ensure alignment of common assessments and scoring rubrics with instructional practices? • What procedures are in place to engage in periodic review and updating assessments?