

**Common Assessment Continuum – Rate Your PLC Collaborative Teams**

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