

Quality Indicators for

Common Assessments

When designing common assessments to provide extra time and support for struggling learners in your school, be sure the plans can satisfy the following criteria.

1 – I don't know what this means.
 2 – I know what this means, but our team hasn't implemented this practice.
 3 – Our team engages in this practice regularly.
 4 – Our team employs this practice purposely and could share our work with others.

Design				
1. The assessment is COLLABORATIVELY developed.	1	2	3	4
2. The assessment is aligned with the power (mastery) standards.	1	2	3	4
3. The assessment is tied tightly to clearly identified learning targets from the power (mastery) standards.	1	2	3	4
4. The best assessment method has been chosen for each learning target being assessed.	1	2	3	4
5. Quality questions and tasks are used.	1	2	3	4
6. There are sufficient questions to know whether students have learned (e.g., 3-7 selected response).	1	2	3	4
6. Care is taken to avoid bias in the questions or the scoring of the assessment.	1	2	3	4
7. The assessment is formative in nature, allowing students the opportunity to address their results and master their essential learning targets	1	2	3	4
Delivery				
8. The team delivers the assessments in the same time frame.	1	2	3	4
9. The plan is RESULTS-ORIENTED by learning target to measure whether or not the students are "learning" and the results empower learners in addressing their own gaps through intervention strategies.	1	2	3	4
10. The plan clearly determines ways for teachers/staff to identify children needing interventions.	1	2	3	4
11. All staff members are aware of and supportive of the plan.	1	2	3	4
12. Procedures are in place to monitor the execution of the plan.	1	2	3	4
13. Staff members have ways of monitoring whether or not students are learning within the expected time frames.	1	2	3	4
Data				
14. The plan allows for the responses to student needs to be TIMELY .	1	2	3	4
15. The plan is DIRECTIVE in that it requires students to receive additional time and support needed—it is not optional or invitational in nature. It is part of the school day so students have access.	1	2	3	4
16. The team creates a SYSTEMATIC response for students who have not yet mastered the assessment.	1	2	3	4
17. The plan allows for continuous improvement (modifications as needed over time.	1	2	3	4
18. Students are involved in knowing what they are learning, whether or not they've learned it, and what they need to do to close the gap.	1	2	3	4