

PLC Check Point – Level 3

Common Assessments

PLC Team Name: _____

SMART Goal: _____

Prerequisites for Progression:

- **Common Assessments** –committed to by all members, must assess essential learning targets for current unit (multiple versions for re-assessment)
- **CFA Team Protocol** – use to analyze the results of each CFA
- **PLC Check Point Rubric – Level 3**

Commitment to the Team: Sign below indicating the following statement is true.

“I have contributed, collaborated and committed to the decisions, documents and actions represented at this Check Point.”

Member Signatures: _____

Common Assessment

PLC Team: _____

Date: _____

PLC Check Point Rubric - Level 3

Directions: 1) *Reflect:* indicate where your team is in of developing common assessments aligned to the essential standards
 2) *Evidence:* list evidence in bottom row supporting the rating you gave your team

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Indicator 1: Alignment to Standards Each teacher creates assessments he or she will use to monitor students Assessments may vary widely in format and rigor Assessments are used primarily to assign grades rather than inform teacher and student practice Little attention given to results	Administration analyzes results of state exams & data is reported to team Team is expected to work to improve results District assessments may be implemented, but teachers pay little attention to this data Common assessments have been discussed but may not be taken seriously	Common assessments are periodically developed by the team throughout the year (ie. quarterly assessments) Common assessments evaluate whatever topics the team may decide at the moment and are not aligned to essential learning standards Members are committed to implementing common assessments, but may not value the process	Teachers collaborate to analyze results from state and district tests and use this data to inform the collaborative development of assessments Teams develop assessments to measure student mastery of essential standards Parameters are established for assessments and teachers honor these parameters	Assessment is done with a focus on improvement of instructional quality Teachers view common assessments as a major tool in determining personal strengths and weaknesses A series of common formative assessments have been developed that align to the essential standards for each unit Specific proficiency standards have been defined pertaining to each skill Students have been trained to view assessment as critical for their own skill development and content knowledge	Teams use common performance-based assessments to gather evidence of learning Members have a strong inter-rater reliability Members use results from assessments to inform and improve both individual and collective practice Team clarity helps members teach criteria to students Students can assess quality of their own work effectively
Indicator 2: Consistency of Evaluation	Teachers have been provided with sample rubrics for assessing the quality of student work	Teachers work in teams to attempt to assess student work according to common criteria Teams practice applying criteria to student work but may not be consistent Discrepancy in this area may cause tension	Teachers are clear on the criteria they will use in assessing the quality of student work Teachers apply the criteria consistently	Teams use common performance-based assessments to gather evidence of learning Members have a strong inter-rater reliability Members use results from assessments to inform and improve both individual and collective practice Team clarity helps members teach criteria to students Students can assess quality of their own work effectively	
Evidence of Rating:					