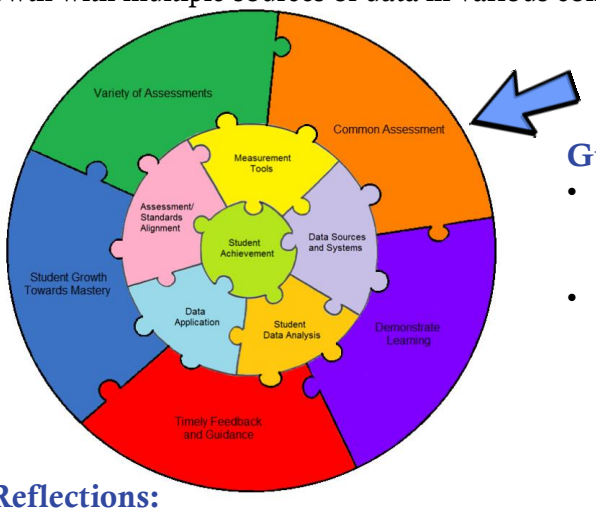
Critical Question #3
How do we know students are learning (Reflect)?

How does a leader support common assessment development?

Fundamental Practice 7. Common assessments are developed and administered for similar courses and/or grade levels.

Common assessments are typically created by a team of teachers responsible for the same grade level or course. Common assessments allow teachers to collaborate regarding content to be learned from grade-level expectations, thus creating a clear focus for teachers to ensure all students, regardless of their teacher, receive instruction and are assessed within a common academic curriculum. This consistency helps a school or district ensure there is a fidelity to curriculum delivery and equity in student learning opportunities across the school or district.

Data from common formative, interim, or even summative assessments, can help guide collaborative planning of instruction, identify students who may need additional time or support to learn, provide information to make adjustments to the curriculum and identify improvement goals. Additionally, these types of assessments can inform the school, district, parents, and the public about student achievement and growth with multiple sources of data in various content areas and for a variety of purposes.



Guiding Questions:

- How are teachers collaborating to create common formative, interim, or summative assessments to measure course or grade-level concepts and skills?
- How is data from common assessments used to inform curricular or instructional decisions?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
   a. _____
   b. _____
   c. _____

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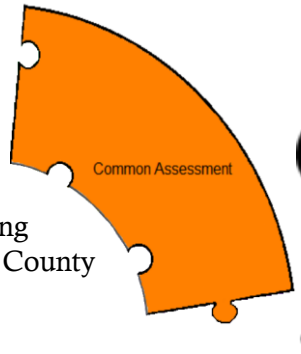


Did you know that common assessments are an effective and efficient way to collect data and quickly analyze trends to make important instructional decisions?

#PascoMath

Case Study: Pasco County Schools, Florida

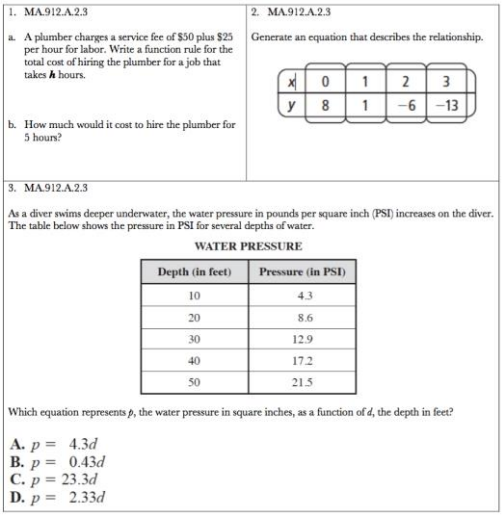
A Title 1 high school had been deemed an "F" school by the State of Florida and decided to tighten up their focus on student achievement. One way to collaboratively tackle this problem was to work through the Professional Learning Community (PLC) to create common formative assessments per standard. These assessments would accomplish many goals:

- We would be clear on what we expected all students to learn. (PLC Question 1)
- We would be clear on how we would know if they have learned it. (PLC Question 2)
- We would tackle teacher misconceptions on critical standards through the assessment creation process.
- We would save instructional time by focusing on what mattered most, and not clutter our curriculum with unnecessary mathematics for our grade level.
- We would have access to student data quickly in order to respond to student learning. (PLC Questions 3 & 4)

The team of teachers for Algebra 1, Geometry, and Algebra 2 began the transformation process of identifying essential standards, clarifying what these standards meant through the Know-Understand-Do (KUD) process, and writing common items that could be used to measure student understanding. Then, by using an efficient data collection process, teachers could quickly analyze trends, have meaningful conversations about the data, and respond to student learning by providing enrichment or remediation opportunities to students.

This process led to creating a culture of collaboration within the Math PLCs and played a significant role in the school's turn-around efforts which resulted in an "A" grade the following year

The following images are examples of the common assessments and data used to make important instructional decisions:



1. MA.912.A.2.3

a. A plumber charges a service fee of $50 plus $25 per hour for labor. Write a function rule for the total cost of hiring the plumber for a job that takes h hours.

b. How much would it cost to hire the plumber for 5 hours?

2. MA.912.A.2.3

Generate an equation that describes the relationship.

x	0	1	2	3
y	8	1	−6	−13

3. MA.912.A.2.3

As a diver swims deeper underwater, the water pressure in pounds per square inch (PSI) increases on the diver. The table below shows the pressure in PSI for several depths of water.

WATER PRESSURE

Depth (in feet)	Pressure (in PSI)
10	4.3
20	8.6
30	12.9
40	17.2
50	21.5

Which equation represents p, the water pressure in square inches, as a function of d, the depth in feet?

A. $p = 4.3d$
B. $p = 0.43d$
C. $p = 23.3d$
D. $p = 2.33d$

98%	93%	97%	90%	50%	60%	54%	55%	61%	48%	85%	61%	50%	45%	52%	61%	72%
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
A.3.9	A.3.9	A.3.9	A.3.9	A.3.7	A.3.7	A.3.7	A.3.7	A.3.8	A.3.8	A.3.10	A.3.10	A.3.10	A.3.10	A.3.11	A.3.11	A.3.11
1a	1b	2a	2b	3	4a	4b	5	6	7	8	9	10	11	12a	12b	13
4	3	4	4	2	2	2	2	2	2	2	3	0	3	2	2	4
4	3	4	4	2	2	2	2	2	2	4	0	3	4	0	0	2
4	4	3	3	0	2	1	2	3	2	2	2	2	1	0	3	2
4	4	4	4	3	2	2	0	0	0	2	2	1	0	1	3	4
4	4	4	4	0	2	2	2	2	2	2	2	2	0	1	3	4
4	4	4	4	3	2	2	3	0	1	4	2	2	0	3	2	2
4	4	4	4	0	2	2	2	2	2	4	2	0	0	2	0	4
4	4	4	4	1	0	0	0	3	2	4	2	1	0	0	0	2
4	4	4	4	2	2	2	3	3	2	4	3	3	2	2	2	2
4	4	4	4	2	4	4	4	4	3	4	2	3	2	2	3	2
3	3	3	3	2	1	2	0	0	0	4	2	2	0	2	3	2
4	2	4	2	0	3	2	2	2	2	2	3	3	0	2	3	4
4	4	4	3	2	2	0	3	2	2	2	3	0	3	2	3	4
4	4	4	3	2	3	2	3	4	2	4	2	3	4	2	3	2
4	4	4	4	3	4	4	4	4	4	4	4	3	3	4	3	4

45	67%	76%	39%	54%	48%	62%
68	Benchmark Analysis					
Total Correct	Percent correct	A.3.9	A.3.7	A.3.8	A.3.10	A.3.11
		20	20	8	20	12
43	63%	75%	30%	50%	40%	67%
40	59%	75%	40%	50%	55%	17%
36	53%	70%	35%	63%	35%	42%
36	53%	80%	10%	0%	25%	67%
40	59%	80%	30%	50%	30%	67%
42	62%	80%	25%	13%	40%	58%
38	56%	80%	40%	50%	30%	50%
31	46%	80%	45%	63%	35%	17%
48	71%	80%	45%	63%	60%	50%
55	81%	80%	55%	88%	55%	58%
32	47%	60%	20%	0%	40%	58%
40	59%	60%	30%	50%	40%	75%
0	0%	0%	0%	0%	0%	0%
43	63%	75%	30%	50%	40%	75%
51	75%	75%	50%	75%	65%	58%
64	94%	80%	60%	100%	70%	92%

Revisiting Standards and the Learning of Students: Improving the Work of ALL Adults Who Serve Them