

Common Assessment Desired Outcomes

We give common assessments so we can...

- **Identify specifically which students did not demonstrate mastery of essential standard(s):** Because we give common assessments to measure student mastery of essential standard(s), common assessments should identify students that need additional help and support. Additionally, if an assessment measures more than one essential standard, then the test results must provide more than an over-all score for each student, but also delineate specifically which standards each student did not pass.

*Essential Question: **Specifically which students did not demonstrate mastery?***

- **Identify effective instructional practices:** Because our teachers have autonomy in *how* they teach essential standards, it is vital that common assessment data help validate which practices were effective. This can be done best when common assessment results are displayed in such a way that allows each teacher to compare their students' results to other teachers who teach the same course.

*Essential Question: **Which instructional practices proved to be most effective?***

- **Identify patterns in student mistakes:** Besides using common assessment results to identify best instructional practices, this data should also be used to determine ineffective instructional practices. When analyzing the types of mistakes that failing students make, patterns emerge that can point to weaknesses or gaps in the initial instruction.

*Essential Question: **What patterns can we identify from the student mistakes?***

- **Measure the accuracy of the assessment:** Through a careful item analysis of the assessment, a team can determine the validity of each test question. Over time, this will build a team's capacity to create better assessments.

*Essential Question: **How can we improve this assessment?***

- **Plan and target interventions:** The ultimate goal of any PLC is to ensure high levels of learning for all students. If a team uses common assessments to identify students in need of additional help, determine effective and ineffective instructional practices, and measure the validity of the assessment, then they should have the information needed to plan and implement targeted interventions to assist the students that need help.

*Essential Question: **What interventions are needed to provide failed students additional time and support?***

Common Analysis Data Analysis Essential Questions

- 1. Specifically which students did not demonstrate mastery?**
- 2. Which instructional practices proved to be most effective?**
- 3. What patterns can we identify from the student mistakes?**
- 4. How can we improve this assessment?**
- 5. What interventions are needed to provide failed students additional time and support?**