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Collaborative Common Assessments: Teamwork. Instruction. Results.

By Cassandra Erkens

Study Guide

This study guide is a companion to the book *Collaborative Common Assessments: Teamwork. Instruction. Results.* by Cassandra Erkens. *Collaborative Common Assessments* provides teachers and administrators with practical steps for collectively designing, delivering, and analyzing their assessment systems in order to continually improve their students' and teams' results.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy assessment culture in your school or district.

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Chapter 1

Doing Extraordinary Things

1. What qualities categorize a common assessment and its results as “collaboration lite”?
What qualities characterize schools where common assessments make the greatest, most successful differences in student learning?
2. What is a *collaborative common assessment*?
3. Briefly describe the four critical phases of the collaborative common assessment process.
4. How can education today be both overtested and underassessed?

Chapter 2

Embedding Collaborative Common Assessments in a Balanced Assessment System

1. In viewing educators as assessment architects who embark on instruction using architectural blueprints, what do assessment, standards, the assessment map of formative and summative assessments, curriculum, and instruction each serve as in this house-building metaphor?
2. How are *criterion-referenced assessments* different from *cohort-referenced assessments*?
3. What are interim assessments, and what purpose do they serve? Why are the data from these assessments valuable?
4. What crucial qualities do current practices with classroom assessments neglect?

Chapter 3

Working Together for a Common Purpose

1. In your own words, define *singletons*.
2. When are collaborative common assessments vertical, and when are they horizontal?
3. Why should teachers of learners who need special services, such as English learners or special education students, engage in collaborative common assessments?
4. What should be the goal when developing universal design-based assessments?

Chapter 4

Preparing the Foundation for Collaborative Common Assessments

1. What should team norms establish, and how does this differ from what team norms often communicate today? Consider the sample team norms in figure 4.2; what is a team norm that you would add to this list for the purposes of your classroom?
2. What are learning targets, and why are they powerful?
3. How are specific learning targets different from strategic learning targets?
4. In professional learning community literature, what does SMART stand for? How may teacher teams find SMART goals to be useful as they build the foundations of their collaborative common assessments?

Chapter 5

Designing Collaborative Common Assessments

1. Why do teacher teams need to finish their collaborative design work before starting the designed instruction unit in the classroom?
2. What four design protocols can facilitate teacher teams' collaborative design work?
3. What will new selected-response items, short constructed-response items, and extended constructed-response items require students to do?
4. Briefly describe some of the advantages and disadvantages that come with employing each of the collaborative common assessment methods.

Chapter 6

Delivering New Approaches to Assessment

1. How are assessment and evaluation not synonymous?
2. What vital role does summative assessment play in the learning process?
3. Why is formative assessment essential to quality teaching?
4. In your own words, what do flash meetings and standing meetings involve?

Chapter 7

Examining Data to Improve Learning

1. When teacher teams analyze and discuss their data, what four things should they keep close at hand?
2. What three questions do collaborative learning teams need to answer during their data search and conversation for any data protocol they choose?
3. Briefly describe the steps involved in mining artifacts.
4. What do reasoning errors involve, and how are they different from mistakes?

Chapter 8

Responding With Instructional Agility

1. What steps can teachers take to encourage students to apply themselves the first time around, which will prevent second-chance-testing abuse?
2. In your own words, describe each of the criteria that Daniel Pink gives as alternatives to the traditional carrots and sticks for motivating students.
3. List the instructional models that teachers can use to boost reteaching.
4. Define *enrichment*. What conditions need to be met in order for teachers to best use enrichments in a collaborative common assessment system?