

Figure 4.5: Common Assessment Planning Process

1. **Plan:** Assess what and how. How important is this topic? Is this one of the CCSS grade-level areas for critical focus? What is the breadth and depth of the learning targets for the topic? Are the learning targets—skill level and understanding level—clear to everyone on the collaborative team? How will they be made clear to the students? What role will the CCSS Mathematical Practices have in the assessment?
2. **Develop:** Determine the sample questions and tasks for the assessment. Select, create, or modify assessment items or tasks and scoring rubrics as needed to meet student needs. What will be the format and methods used for student demonstrations of proficiency? Are there tasks that assess both the CCSS content standards and Mathematical Practices?
3. **Critique:** Evaluate the assessment for quality. How does the collaborative team know it has written a high-quality assessment? Does the school have well-defined and understood criteria for high-quality assessment development?
4. **Administer and score:** A unit assessment is given to the students and immediately scored using the collaboratively developed scoring rubric, and students receive timely descriptive feedback concerning their performance. Ideally, grade-level collaborative teams grade unit assessments together to improve the accuracy of feedback students receive. Students receive results immediately—ideally, the next day, but at most within two class days (Reeves, 2011).
5. **Revise:** Evaluate assessment quality based on results, and revise as needed for the following year. The results should also be used to identify learning targets and assessment questions that may need to be repeated as part of the next unit of study to build student retention—for example, areas identified in the CCSS Frameworks for a more critical focus and emphasis.

Source: Adapted from Stiggins et al., 2006, pp. 106–117.