The Assessment Work of Teams

The following table describes the specific assessment tasks teams, or PLCs, do to focus on learning using evidence. The first column identifies concrete steps a team would employ. The second column aligns to key questions on which PLCs often focus their work. The third column describes concrete tasks in which teams engage. Team meeting agendas are informed by this list. The final column is a resource list to support teams in each step. Add your own people and resources to customize and align your assessment work to your context.

	Professional Learning Community Question (DuFour et al., 2008)	Tasks Your Team or PLC Does to Achieve This Step	Resources and People to Support This Work
Step 1: Identify the Key Learning	What is it we expect them to learn?	1. Identify the power, priority, or essential standards. 2. Analyze and deconstruct power standards to identify learning goals.	• Essential standard criteria • *Power Standards* by Ainsworth, 2003 • *Motivating Students* by Chapman and Vagle, 2011
Step 2: Map the Common Assessment(s) Plan	How will we know when they have learned it?	1. Identify and describe the summative assessment. 2. Plan formative assessments, or practice, that will be used before the summative to ensure students are prepared, are learning, and are growing.	• Design in Five
Step 3: Design and Administer the Assessment(s)	How will we know when they have learned it?	1. Agree on or create the summative assessment. 2. Agree on or create the common formative assessment(s).	• Design in Five • Student investment work (goal setting, tracking) • Data notebooks
Step 4: Analyze and Respond to Common Assessment Data	What will we do when they don't learn? What will we do when they do learn?	1. Gather the data, which could mean scores reported by students and learning goals on a spreadsheet, on chart paper, or the actual student work (quizzes, drafts, exit slips). 2. Use a protocol to understand the degree to which students demonstrated the intended learning. 3. Plan how you will respond (classroom, team, or school level).	• Pile, stack, and plan (analyzing common formative assessments) • Instructional-response ideas • Student-investment ideas