

Figure 2.3: Common Assessment Implementation Considerations

Category	Questions to Consider	Common Understanding and Practice
Time Frame of the Assessment	<ul style="list-style-type: none"> • How long should the assessment take? • Is this a class period? A number of minutes? 	
Additional Time Option	<ul style="list-style-type: none"> • Because we don't want time to be a factor, additional time should be considered, but how much can you reasonably support? • When will students be provided the additional time? 	
Assessment Date	<ul style="list-style-type: none"> • What if all teachers want to give the assessment on the same day? • What day should the assessment be given? (Often an option within a series of dates allows for more flexibility but can cause concerns about student discussion of assessment contents prior to taking the assessment. Teachers can remedy this by creating different forms. It is also not a concern if the assessment is task oriented, requiring students to demonstrate understanding beyond factual information.) 	
Directions	<ul style="list-style-type: none"> • Will directions be given in writing and orally? • How much additional explanation is allowable? 	
Supportive Tools	<ul style="list-style-type: none"> • Can a dictionary be used? • Will students have access to technology? • Will a graphic organizer be available? • Will tools specific to the subject area be available (for example, calculator, notes, text, and so on)? • Can questions be read to students? • What methods will be used to differentiate the assignment? 	

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Teacher Responsibilities During the Assessment	<ul style="list-style-type: none"> • Will teachers be actively observing students? • Will teachers be watching students whose minds wander to help them refocus on the task? • Will teachers provide any guidance if students ask for assistance? • Will teachers provide any guidance to students they observe doing things incorrectly? 	
Time Allotment for Assessment	<ul style="list-style-type: none"> • Will there be times and locations open to all students taking the assessment to provide equal opportunity for test completion? 	
Scoring of Assessment	<ul style="list-style-type: none"> • Is a common scoring system in place for assessment evaluation? • Is there an existing rubric to use to score tasks, or does one need to be identified or designed? 	
Data Collection and Organization	<ul style="list-style-type: none"> • How will you format the data so that, when meeting with colleagues, they are easily comparable? • Will you color-code the data? Have the colors been identified? 	
Meeting to Evaluate the Data	<ul style="list-style-type: none"> • Will everyone be expected to have the data in the agreed-upon format? • What questions will you ask about the data? 	
Acting on the Results	<ul style="list-style-type: none"> • How will action items be identified? • What will be used to distinguish between optional and essential actions? • Are there ways to share students so as not to duplicate efforts, but make an efficient use of teachers' time? • In what time frame will actions be completed? 	
Other	<ul style="list-style-type: none"> • Are there other components of the assessment to discuss prior to implementation to support consistency and accuracy of results? 	