Goals and Approach: Acting on Information from Common Assessments
Creating opportunities for both teachers and students to reflect on their work:
- Teams of Teachers are developing Common Assessments that will provide feedback on student growth to enable teachers to reflect on their practice
- Students in grades 4, 6 and 8 have the opportunity to reflect on their work through the preparation and presentation of a Capstone project

Description
Conducting work in three phases:
- **Phase I: Analysis** - Teams of Teacher Leaders and Curriculum Liaisons identified overarching practices in each discipline and created a big idea question for each course of the discipline
- **Phase II: Alignment** - Teams of Teachers selected the high impact overarching practice of the discipline, used the scope and sequence for each course to indentify examples of where the practices align to the content and developed/refined a rubric to assess a student’s progress toward mastery
- **Phase III: Development** – Teachers determined the weight for each of the criterion items, gathered/developed assessment items for each course and will determine the scoring range for the student impact rating

Successes
- Bringing educators from all of the disciplines together eliminated some of the silos that had been present in the district and shifted the focus to looking at the whole child
- Strong educators, selected for this work, demonstrated their leadership by engaging in honest conversations and creating a safe place to ask questions and push back during the process
- Educators came to see the capstone as not just for ELA but for all disciplines: the overarching practices of communication and argument cut across all content areas

Challenges
- How are we providing access to the assessment for all students?
- What is the best way for teachers to access data?

Next Steps for Acting on the Information from Common Assessments
- How are educators using information from Common Assessments to make adjustments to the scope and sequence?
- What are the patterns and trends that we can see across all grades and content areas now that we have data from common assessments?
- How do we help coaches to support data analysis?