



TASK QUALITY REVIEW TOOL

The purpose of this tool is twofold: (1) to more deeply understand the UL-SCALE Quality Criteria for Performance Assessments by interacting with an actual performance assessment, and (2) to analyze a performance assessment.

I. CLEAR & WORTHWHILE PERFORMANCE OUTCOMES			
CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
1.1 Performance outcomes require developmentally appropriate integration and demonstration of disciplinary understandings, language, and practices.	<p>Do the performance outcomes represent rigorous, authentic learning and doing in the discipline through the integration of content, disciplinary language, and practices?</p> <p>Are the performance outcomes developmentally appropriate for the whole child, considering relevant aspects of cognitive, social-emotional, language and physical development?</p>		
1.2 Performance outcomes are tightly aligned to content, language, and practice standards and other learning outcomes.	<p>In what ways do the performance outcomes accurately represent thinking and doing in the discipline as defined by relevant standards?</p> <p>Do the performance outcomes integrate relevant disciplinary language standards and practices?</p> <p>How do the performance outcomes align to other learning outcomes such as 21st century skills (critical thinking, problem solving, effective communication, collaboration) or social-emotional competencies?</p>		



**I. CLEAR & WORTHWHILE PERFORMANCE OUTCOMES (Continued)**

CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
1.3 Performance outcomes require students to make connections to the big ideas and/or enduring understandings of the course and discipline.	How do the performance outcomes address the specific content of the task as well as deepen understanding of recurring central ideas or cross-cutting ideas within or across disciplines?		
1.4 Performance outcomes are assessed using scoring criteria that address the targeted content and language learning outcomes.	Are the scoring criteria focused on the targeted disciplinary understandings, language, and practices to be assessed? Can the scoring tools be applied to evidence in the student work product to be generated in response to the task?		
1.5 Performance outcomes are clearly defined, measurable, and reasonable in quantity for the task duration and purpose.	Are the learning and performance targets clearly stated and are they observable in the assigned student work products or performance? Is it realistic and feasible for target students to learn and demonstrate the learning outcomes in the given time?		





2. TASK FOCUS, CLARITY, & COHERENCE

CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
2.1 The task prompt is focused and asks students to demonstrate mastery of disciplinary understandings, language, and practices.	<p>Does the task prompt invite students to go “narrow and deep” in their learning rather than broad?</p> <p>In what ways does the prompt require students’ higher order thinking, application of content understanding and practices, and/or purposeful use of language within the discipline?</p>		
2.2 The task prompt, directions, and criteria for scoring are clear, accessible, and unambiguous.	Is the task articulated and organized in such a way that students and other teachers clearly understand what to do and what is expected (e.g., wording, directions, and criteria for scoring)?		
2.3 The task prompt, materials, and work products are coherent, aligned, and developmentally appropriate.	In what ways do the significant components of the task fit together and support the greater purpose and focus of the task? (E.g., does the prompt call for the same demonstration of content knowledge, depth of understanding, and higher order thinking skills outlined in the performance outcomes)?		
2.4 All elements of the task build toward accurate, deep understanding of content and are consistent with current disciplinary understandings and practices.	Is the content represented accurately? Do the selected texts or other task elements support accurate conceptual understanding and application of appropriate practices/tools?		



3. ELICIT AND DEVELOP RICH STUDENT LANGUAGE

CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
3.1 The task provides deliberate and appropriate opportunities to access, understand, and use the language of the task and discipline.	<p>Does the task engage students in explicit and purposeful uses of disciplinary language, including vocabulary and the various language forms used to explain, analyze, argue, question, etc.?</p> <p>Does the task engage students in learning, using, and demonstrating purposeful uses of language?</p>		
3.2 The task provides opportunities for interactive communication to support language development, such as constructive conversation with peers.	Does the task intentionally build in opportunities for all students to communicate with others in order to make sense of substantive topics, texts, and/or problems?		
3.3 The task includes scoring criteria that address the purposeful use of language.	Do the scoring criteria explicitly describe how students are performing and how they can improve in their use of disciplinary language?		





4. STUDENT ENGAGEMENT: PURPOSE, RELEVANCE, & AUTHENTICITY

CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
4.1 The task provides a clear purpose as to why students are being asked to engage in the task and makes a connection to disciplinary content.	In what ways does the task help students understand the importance of the task and its connections with content in ways that build on their own lived experiences, interests and/or prior knowledge?		
4.2 The task reflects a real-world task and/or scenario-based problem that is culturally sensitive and developmentally and linguistically appropriate for target students.	In what ways does the task represent tasks, questions, or problems that people really work on in the discipline(s) and/or in the real world? How does the task represent real-world topics in a way that considers the cultural, developmental, and linguistic backgrounds of the target students?		
4.3 The task represents content in a way that is authentic, critical, relevant, and meaningful to students.	In what ways does the task address topics that are significant to the lived experiences, interests, and/or concrete needs of the target students? When relevant, does the task provide students an opportunity to develop a critical awareness of the complexity of a topic and varied perspectives on it, and draw their own conclusions?		
4.4 The task has an authentic purpose and/or audience.	In what ways does the task establish a clear and realistic “need to know” purpose for engaging in learning and completing the task? What kind of products or presentations will students create that has real value to an authentic audience?		





5. STUDENT ENGAGEMENT: CHOICE & DECISION-MAKING

CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
5.1 The task offers opportunities for student choice (e.g. selecting a research question/topic, selecting sources, deciding how to present findings, etc.).	How does the task design intentionally design ways for students to exercise choice and ownership in the process of completing the task?		
5.2 The task provides for diverse ways of responding to the task to support accessibility.	<p>How does the task provide opportunities for solution pathways that are open-ended and/or allow for multiple acceptable responses?</p> <p>How does the task account for the different strengths and interests students bring to a task in a way that maintains rigor and fidelity to the intended learning and performance outcomes?</p>		
5.3 The task requires student-initiated planning and management of information/data and ideas.	How does the task intentionally design ways for students to have an active role in making decisions as they learn and demonstrate the targeted outcomes?		
5.4 The task provides opportunities for self-assessment, peer and teacher/expert feedback, reflection, and revision.	<p>How will students receive a variety of feedback at appropriate times that will allow them to improve their work?</p> <p>In what ways will students engage in reflection and metacognition, either to improve their current work or to facilitate transfer beyond this task?</p>		

6. STUDENT ENGAGEMENT: ACCESSIBILITY

CRITERION	CONSIDERATIONS TO	EVIDENCE IN THE TASK	HOW COULD YOU REVISE
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	GUIDE YOUR EXAMINATION		THE TASK TO BETTER MEET THIS CRITERION?
6.1 The task content, context, and task prompt are developmentally and linguistically appropriate and accessible.	<p>In what ways are the task content, context, and task prompt appropriately rigorous without being overwhelming or unrealistic for students, considering the whole child (e.g. cognitive, social-emotional, linguistic, and physical development)?</p> <p>Are the task topic, context, and task prompt likely to be clear to the target students, while minimizing potential sources of confusion or triggering topics?</p>		
6.2 The task uses materials that are carefully selected, excerpted, or adapted to improve participation and access for all students	How are the materials (including readings, data sets, etc.) selected or made developmentally appropriate in ways that provide access to all students?		
6.3 The task uses a variety of materials and language supports to engage students and provide different entry points into the task (e.g. multiple sources representing different perspectives, audio/video media, hands-on experimentation, etc.).	What language supports and developmentally appropriate materials provide access to the task, (i.e. multiple means of engagement, representation, action, expression)?		



7. CONNECTED TO CURRICULUM AND INSTRUCTION

CRITERION	CONSIDERATIONS TO GUIDE YOUR EXAMINATION	EVIDENCE IN THE TASK	HOW COULD YOU REVISE THE TASK TO BETTER MEET THIS CRITERION?
7.1 The task is aligned to the taught curriculum.	How does this task fit within a broader unit(s) of study so that its content and timing makes sense in terms of the learning goals for students?		
7.2 The task is aligned to the disciplinary understandings, language, and practices that have been developed over time.	In what ways does the task build on and assess the understandings and practices that have been developed over time?		
7.3 The task reflects the learning and language experiences students have had prior to the assessment.	What prior experiences have students had with the kind of learning activity and/or product required by the task?		

