

Innovation Lab Network Performance Assessment Project  
Quality Criteria for Performance Assessments  
*Rhetorical Analysis: Shooting Dad*

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
<b>1. Focus on Deeper Learning</b>				
a. Does the task require the demonstration and/or application of complex skills (e.g., Critical Abilities, DOK Levels 3 and 4, 21 <sup>st</sup> century skills, Key Cognitive Strategies)?*	X			Task requires the demonstration of literary analysis skills, specifically the ability to analyze an author's use of rhetorical devices in a text and the ability to explain the effect of those devices in the text.
b. Can students' responses to this task (what students are asked to produce) provide evidence of important college/career readiness skills and Critical Abilities (e.g., collaboration, research skills, evidence-based communication)?*	X			Student's responses provide evidence of literary analysis skills and writing skills, which are important college/career readiness skills. Responses also provide evidence of the Critical Ability <i>Communication in Many Forms</i> . The module activities provide evidence of the Critical Ability <i>Interpersonal Interaction and Collaboration</i> .
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts?*	X			Knowledge of rhetorical devices and their effects, literary analysis skills, and writing skills are transferable to other contexts.
<b>2. Alignment to Standards</b>				
a. Does the task measure key skills and major claims emphasized by the Common Core State Standards (CCSS) and/or NGSS? *	X			Task measures CCSS Claim #1 (close reading and analysis of a complex text) and Claim #2 (production of effective and well-grounded writing). Task also measures many College and Career Readiness Anchor Standards (e.g., CCR.R.1, CCR.R.4, CCR.W.2, CCR.W.9, CCR.L.3, CCR.L.5). The CCR Anchor Standards correspond to the CCSS standards in Literature, Writing, and Language. It should be noted, though, that specific CCS standards are not listed in the module, only the CCR anchor standards.
b. Can students' responses to this task (what students are asked to produce) be scored using CCSS/NGSS aligned rubrics? *	X			Students' responses (essays) can be scored using CCSS-aligned rubrics.
c. Are the scoring criteria--rubrics, point scoring systems, checklists (if provided)--aligned to key expectations of the CCSS/NGSS?	X			Task uses the LDC Student Work Rubric—Informational or Explanatory, which is aligned to the CCSS.

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d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?	X			Task is rigorous as reflected by its product (an essay that analyzes the use of rhetorical devices in a text and the effect of those devices), and this rigor is appropriately matched to the CCR Anchor Standards being assessed. Although no grade-level CCS standards are listed in the module, the task does match, for example, CCSS RL.11-12.6.
<b>3. Student Choice and Agency</b>				
a. Does the task allow for a variety of responses and/or solution pathways? *	X			As there is a variety of rhetorical devices used in “Shooting Dad,” and the interpretation of the effect of those devices can differ from reader to reader, the task allows for a variety of responses.
b. Does the task offer opportunities for student ownership and student choice (e.g., selecting a research question or topic; selecting sources; etc.)?	X			Task allows students to decide which rhetorical devices used in “Shooting Dad” they want to highlight and what the effects of those devices are in the text.
c. Does the task require student-initiated planning and management of information/data and ideas (e.g., determining strategies for solving a problem; designing an investigation; deciding how to present findings; etc.)?	X			Task requires students to decide how to present the rhetorical devices they are highlighting in their essay and the effect of those devices.
<b>4. Relevance and Authenticity</b>				
a. Is task content represented in a way that is appropriately authentic (i.e., not overly hypothetical), relevant (i.e., relatable), and/or meaningful to students and the discipline (e.g., topic connects to students’ lives, task simulates authentic purpose and audience)? *	X			Task content is appropriately authentic and relevant (students will encounter the use of rhetorical devices in many texts they read, as well as in speeches they read—e.g., in history classes—and/or hear). Also, “Shooting Dad,” the text used in the task, is about a daughter who has differences with her father, which many students may be able to relate to as many students have differences with their parents.
b. Is the task related to real world problems, contexts, and/or purposes?	X			Politicians and advertisers, in addition to authors, frequently use rhetorical devices, so the task is related to real-world contexts.

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
5. Suitable for Diverse Student Populations				
a. Is the task, at its core, free of bias that might disadvantage specific student populations and free of stereotypes in language, content, and design? *	X			At its core, the task is free of bias and free of stereotypes in language, content, and design.
b. Does the task include, or allow for the use of, a variety of stimuli?	X			The module activities use a variety of stimuli (i.e., an essay, a speech, an excerpt from an autobiography, and a short story).
c. Does the task provide instructional scaffolds to support student learning and skill development toward successful completion of the task?	X			Task provides thorough instructional scaffolds to support students' learning and skill development. Instructional scaffolds include familiarizing students with with basic rhetorical devices and giving students opportunities to identify rhetorical devices employed in specific texts and to explain their contribution to the overall effect of the work.
d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students?			X	There are no recommendations provided for accommodations and differentiation.
6. Design of Student Task				
a. Is the overall task prompt clear (e.g., clear student directions, unambiguous graphics)? *	X			Task prompt clearly tells students what they are to do.
b. Is task information presented in an organized way?	X			
7. Curriculum-Embedded				
a. Is the task feasible for most school/classroom environments (e.g., access to necessary resources)?	X			
b. Does the task include opportunities for independent work as well as interaction/collaboration with peers?	X			Task module activities include opportunities for independent work as well as interaction/collaboration with peers.

Task Materials	Yes	No	Comments
a. Is the task missing any referenced accompanying materials (resources, handouts, rubrics etc.)? If yes, please indicate which materials are missing.	X		The essay "Shooting Dad" is not included, nor are the four texts used in the scaffolding activities (i.e., "Why I Want a Wife," "The Company Man," "Speech to the Troops at Tilbury," and "On the River"). In addition, under the "Texts" section, a Mark Twain text is listed as "On the River," but in the instructional activities, the text seems to be referred to as "Reading the River." Some of the missing texts can be easily found on the Internet, but not all.
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.	X		Some students might be sensitive to "The Company Man," which is a short story about a middle class man who works all the time, basically working himself to death at a relatively early age (in his 50s).

**Comments:** Task has a clear purpose and addresses content central to the discipline (analysis of rhetorical strategies used in a text, including the effect of those strategies on the text). Task engages students in applying higher order thinking skills specific to the discipline. Module activities provide thorough scaffolding for the task.

Criteria summarized in this document were derived from the following sources:

- *Quality Criteria for Performance Assessments*, SCALE, 2013
- *Criteria for High-Quality Assessment*, SCOPE, CRESST, LSRI, June 2013
- *Quality Performance Assessment: Harnessing the Power of Teacher and Student Learning*, Brown & Mevs, February 2012
- *ThinkReady Task Review Checklist*, 2013