Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Author Study: Kate Chopin

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
1. Focus on Deeper Learning				
a. Does the task require the demonstration and/or application of complex skills (e.g., Critical Abilities, DOK Levels 3 and 4, 21st century skills, Key Cognitive Strategies)?*	X			Task requires students to analyze character development in relation to other characters and to social and political context.
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			Students' responses can provide evidence of literary analysis skills and oral and written communication skills, especially evidence-based communication skills.
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts?*	X			The ability to analyze the effect that social and political context has on elements of an author's writing is a skill that is transferable to other contexts.
2. Alignment to Standards				
a. Does the task measure key skills and major claims emphasized by the Common Core State Standards (CCSS) and/or NGSS? *	X			Task measures Claim #1 (students can read closely and analytically) and Claim #2 (students can produce well-grounded writing). In addition, the task measures the CCSS anchor standards for reading and writing listed in the module.
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 a CCSS- aligned rubric.
c. Are the scoring criteria--rubrics, point scoring systems, checklists (if provided)--aligned to key expectations of the CCSS/NGSS?	X			Students' written responses are scored using the "LDC Student Work Rubric—Informational or Explanatory," which is aligned to key expectations of the CCSS.
d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?				N/A - No grade-level standards are listed in the module. The rigor of the task does match CCSS RL.9-10.3 and CCSS RL.11-12.3, both of which focus on the analysis of character development, and the CCSS grade 11-12 writing standards.
3. Student Choice and Agency				
a. Does the task allow for a variety of responses	X			Task allows for a variety of student responses.

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
and/or solution pathways? *				
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 offers students the opportunity to choose the examples (from four different texts) that they use to develop and clarify their analysis of character development.
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 their findings, but other than that, there is no student-initiated planning or management of information/data.
4. Relevance and Authenticity				
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 represented in a way that is authentic and meaningful to the discipline (i.e., understanding that character development is influenced by other characters as well as social and political context).
b. Is the task related to real world problems, contexts, and/or purposes?	X			Task is related to real world contexts in that social and political factors almost always affect character development, including the development of real-life people's characters.
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.
b. Does the task include, or allow for the use of, a variety of stimuli?	X			Task requires students to read four works by Kate Chopin: a novel and three short stories. Instructional activities require students to read a nonfiction article pertaining to *The Awakening*, and various articles on the Internet pertaining to realism, regionalism, etc.
c. Does the task provide instructional scaffolds to support student learning and skill development toward successful completion of the task?	X			Task provides instructional scaffolds that support skill development toward successful completion of the task. Most of the scaffolds (e.g., those helping students understand realism, regionalism, and local color; those focusing on character development in relation to other characters) are very detailed. These scaffolds focus on the novel *The Awakening*, and are

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
				supposed to serve as models for looking at the three other texts.
d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students?			X	There are no specific recommendations for accommodations and differentiation to provide access for diverse students.
6. Design of Student Task				
a. Is the overall task prompt clear (e.g., clear student directions, unambiguous graphics)? *		X		The overall task prompt is not totally clear. For example, the initial question asks, "How does Kate Chopin use character development to shape themes for larger social and political commentary?" This question suggests that the idea of "shape themes for larger social and political commentary" is the focus of the prompt, but the prompt asks students to "write an article that addresses the question and analyzes character development specifically in relation to other characters in the text and generally in relation to social and political contexts." The prompt seems to suggest that character development as it relates to social and political commentary is only one part of the task, not the major focus. *Recommendation*: Consider tightening the prompt so that it focuses solely on analyzing character development and its relation to social and political context or on Chopin's use of character development to "shape theme for larger social and political commentary." The focus on social context would include social relationships with other characters, so that part of the original prompt would be subsumed in the new prompt. Or delete the question and ask students to analyze character development in terms of relations with other characters and social and political context. (Note: The text of template #21 does not specifically refer to "address the question," so this question can be deleted.)
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	X			Task is feasible for most school/classroom environments.

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
resources)?				
b. Does the task include opportunities for independent work as well as interaction/collaboration with peers?	X			Instructional scaffolding activities include opportunities for independent work and 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	All referenced materials are included or a source of the text is indicated.
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.	X		The short story "The Storm" may not be appropriate for many strongly Christian students. At times it reads like a steamy romance novel (e.g. "touching her breasts, they quivered…inviting his lips") and the story presents the topic of adultery as something that might be considered socially acceptable.

Comments: Task is text-based, appropriate, and authentic for the discipline. Instructional scaffolds are tightly aligned with the task. Focus of the task is central to the discipline. Consideration might be given to strengthening the prompt by asking students to focus their analysis of character development solely in relation to social and political context rather than asking them to first address character development specifically in terms of other characters and then generally in terms of social and political context. Or delete the question, and ask students to analyze character development in relation to other characters and social and political context.

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