Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Existentialism and Kafka

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 define existentialism and explain its impact on Kafka's "Metamorphosis." Task also requires students to conduct their own research on the meaning of existentialism.
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 the following Critical Abilities: research skills, communication skills (oral and written), and interpersonal interaction/collaboration skills.
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts?*	X			The ability to conduct research for the purpose of better understanding a subject is a skill that is transferable to other contexts. Communication skills and interpersonal interaction/collaboration skills are also skills that are 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), Claim #2 (students can produce well-grounded writing), and Claim #4 (students can engage in research to investigate topics). In addition, the task module lists some CCSS anchor standards in reading and writing that the task measures.
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 - There are no grade-level standards listed in the module.
3. Student Choice and Agency				
a. Does the task allow for a variety of responses	X			Task allows for a variety of student responses in terms of the

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
and/or solution pathways? *				definition students supply for existentialism and in terms of the explanation of the impact that existentialism has on "Metamorphosis."
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 sources (e.g., essay, articles, books) they will research to help them define existentialism and explain its impact on "Metamorphosis."
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 factors, such as a particular philosophy, that influence an author's writing is important to the discipline).
b. Is the task related to real world problems, contexts, and/or purposes?	X			Task is related to real world problems in that authors and other creative artists today are influenced by ways of thinking such as particular philosophies, religious ideas, etc.
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 use a variety of sources to research the meaning of existentialism.
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. Scaffolds focus on helping students conduct research (e.g., taking notes, organizing notes, writing citations) and writing the essay.
d. Does the task include appropriate recommendations for accommodations and			X	There are no specific recommendations for accommodations and differentiation to provide access for diverse students.

Quality Criteria	Yes	Yes, with Slight Modifications	No	Rationale/Suggestions
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 clear.
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			Task is feasible for most school/classroom environments.
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
a. Is the task missing any referenced accompanying materials (resources, handouts, rubrics etc.)? If yes, please indicate which materials are missing.		X
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.		X

Comments: Task engages students in independent research, and then in writing that 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 and has broad applicability.

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