

Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Master Craftsman: Use of Literary Devices in Edgar Allen's Short Stories

| 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, 21 st century skills, Key Cognitive Strategies)?* | X | | | Task requires the demonstration of literary analysis skills, (i.e., analyzing the use of literary devices in a Poe short story and how the devices shape meaning and tone). |
| 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: communication skills (oral and written), interpersonal interaction/collaboration skills, and skills in presenting information using technology (i.e., use of Google Docs). |
| 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 of word choice—in this case, literary devices—on meaning and tone is a skill that can be transferred to other contexts, as are the skills of writing an essay and collaborating with others. |
| 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). The task module lists multiple CCSS anchor standards for reading and writing that are measured by the task. |
| 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? | | X | | The module lists specific CCSS reading and writing standards for grade 8, and the rigor of the task does match almost all of the listed grade-level CCSS standards, especially RL.8.4. The Poe short stories, however, tend to be written at a grade level higher than grades 7 and 8, so the task does not strongly match RL.8.10. |

| Quality Criteria | Yes | Yes, with Slight Modifications | No | Rationale/Suggestions |
|---|-----|--------------------------------|----|--|
| 3. Student Choice and Agency | | | | |
| a. Does the task allow for a variety of responses and/or solution pathways? * | X | | | Task allows for a variety of responses in terms of which examples (i.e., literary devices) from their selected short story students use as evidence to support their analysis. |
| 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 (from a list) the Poe short story they wish to analyze, as well as three literary devices in that story that they wish to discuss. |
| 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 authentic and relevant in that the task asks students to analyze the use of literary devices in a short story written by an author well known for his use of literacy devices to shape meaning and tone. The idea of analyzing literary devices used within a text for their effect on meaning and tone is meaningful to the discipline. |
| b. Is the task related to real world problems, contexts, and/or purposes? | X | | | Task is related to real world contexts (i.e., word choice shapes meaning and tone). Task is also related to real-world purposes because it asks students to demonstrate their ability to analyze the effect of word choice on meaning and tone, a task that might be done, for example, by those who want to analyze a politician's speech. |
| 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. Poe short stories, however, are typically written at a grade level much higher than grades 7 and 8, so students who are grade-level or below grade-level readers will likely be at a disadvantage. <i>Recommendation:</i> Provide the Lexile measure (or approximate measure) for each story. If no listed Poe |

| Quality Criteria | Yes | Yes, with Slight Modifications | No | Rationale/Suggestions |
|--|-----|--------------------------------|----|--|
| | | | | story has a Lexile measure suitable for grades 6-8, provide more scaffolding to those students who may need it (or add a story whose language level is more accessible). |
| b. Does the task include, or allow for the use of, a variety of stimuli? | X | | | Task activities include whole class review of one Poe short story and individual review of a variety of other Poe short stories, one of which the student chooses (based on four evaluation criteria) as the focus of the task essay. |
| c. Does the task provide instructional scaffolds to support student learning and skill development toward successful completion of the task? | X | | | The task provides strong instructional scaffolds that support skill development toward successful completion of the task. |
| 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 clear. |
| b. Is task information presented in an organized way? | X | | | Task information is clearly organized. |
| 7. Curriculum-Embedded | | | | |
| a. Is the task feasible for most school/classroom environments (e.g., access to necessary resources)? | X | | | The task itself is feasible for most school/classroom environments. As written, the task has students reading stories on the computer, but teachers could also print the short stories for distribution in class. |
| 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 (e.g., students work in threes to identify literacy devices used in a Poe short story--chosen by the teacher--and to analyze their effect on meaning and tone). |

| 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 | |
| b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain. | X | | Poe short stories tend to be very macabre and may be upsetting to students sensitive to such subjects as death, murder, the supernatural, etc. Also, the story “Hop-Frog” is about a crippled dwarf, which might be sensitive for some students (even though the dwarf gets revenge on those who mistreat him). Even though students get to choose their story, all of the stories on the list are typical Poe stories (i.e., macabre). |

Comments: This task is very strong. The scaffolding (instructional activities) help the students successfully answer the task prompt. Students are given a choice of short stories (from a list) to analyze, all of which include numerous literacy devices that affect meaning and tone. One aspect of the task that must be considered, however, is that Poe’s short stories are at a reading level much higher than grades 7 and 8. It would be helpful to have the Lexile measure provided for each story. This task would not be appropriate for grade-level readers unless more scaffolding is provided.

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