Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Retelling Corduroy

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 the demonstration of the Critical Ability called "Communication in Many Forms." Task module activities require the application of the same ability, as well as "Interpersonal Interaction and Collaboration."
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 (drawings and writing of words, phrases, and/or sentences) provide evidence of understanding the meaning of "retell" (or recount) the content of a text and the skill of being able to retell the content of a text, which is a college/career readiness skill. Students' responses provide evidence of the Critical Ability called Communication in Many Forms.
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts?*	X			The skill of being able to "retell" the important information in a text (literary or informational) is transferable to other disciplines.
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 #3 (employ effective listening skills). Task also measures CCSS RL.K.2 and CCSS W.K.3, which are identified in the module as the targeted standards.
b. Can students' responses to this task (what students are asked to produce) be scored using CCSS/NGSS aligned rubrics? *	X			Students' responses to the task (i.e., drawings and/or writing that retell the story "Corduroy") 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		Module provides two LDC rubrics, both of which are CCSS-aligned. However, the first rubric is the LDC Argumentation Rubric (even though it says it is the Informational/Explanatory rubric, it is the Argumentation rubric), which is not a good choice for this task. The second rubric is the LDC Informational/Explanatory Classroom Assessment Rubric, which is more appropriate for the task, but still needs revision for Kindergarten. The scoring criteria are mostly appropriate for the task (e.g., Focus, Development, Organization), but the level descriptors are not. Note: If the LDC Informational/ Explanatory rubric is used, it, too, would need revision to be appropriate for kindergarten.

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d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?	X			Being able to retell important events from a story is an appropriate task for the grade-level standards being assessed.
3. Student Choice and Agency				
a. Does the task allow for a variety of responses and/or solution pathways? *	X			As the instructional activities in the module indicate, there are many different events in the story that could be considered important, hence 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 provides opportunities for students to choose the events to illustrate and/or write about to retell the story.
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			Students must decide how to present the events they have selected as important in chronological order.
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 appropriately authentic (stories are recounted in chronological order) and relevant (kindergarteners enjoy listening to and telling stories). Task is meaningful to the discipline as students will be expected to be able to "retell" the important events of stories throughout their school lives.
b. Is the task related to real world problems, contexts, and/or purposes?	X			The ability to retell a story (i.e., a series of events that happen) is an ability that is used in the real world.
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	
c. Does the task provide instructional scaffolds to support student learning and skill development toward successful completion of the task?	X			Task includes instructional scaffolds that help students understanding the meaning of "retelling," and the concept of chronological order when retelling a story.

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d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students?	X			Task includes appropriate recommendations for accelerated learners and struggling learners.
6. Design of Student Task				
a. Is the overall task prompt clear (e.g., clear student directions, unambiguous graphics)? *	X			Task clearly tells students what 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			The book *Corduroy* is a popular book that is available in most libraries.
b. Does the task include opportunities for independent work as well as interaction/collaboration with peers?	X			Task module includes 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: *Corduroy*, a beloved book about a teddy bear in a department store who is not quite perfect because he is missing a button on his overalls, is appropriate for kindergarten and appropriate for teaching the concept of retelling a story (there are many events in the story to talk/write about).

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