

Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Rethinking Ophelia

| Quality Criteria | Yes | Yes, with Slight Modifications | No | Rationale/Suggestions |
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| 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 students to demonstrate literary analysis skills by writing a literature review of three essays about the character Ophelia in <i>Hamlet</i> , describing and analyzing the content of each essay from a gender perspective. |
| 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 abilities to understand that texts are often written from a gender perspective and to analyze how that perspective affects content are 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) 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? | X | | | One grade-level standard is listed in the module—CCSS RL.11-12.1—and the rigor of the task matches the standard. |
| 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 that |

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| and/or solution pathways? * | | | | students' analysis of the content of each of three essays from a gender perspective and the evidence they use to support that analysis will most likely differ from student to student. |
| 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 three different essays) that they use to support their analysis of the content of the texts from a gender perspective. |
| 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 texts are often written from a gender perspective). Asking students to write a literature review is also meaningful to the discipline (i.e., simulated an authentic purpose within the discipline). |
| b. Is the task related to real world problems, contexts, and/or purposes? | X | | | Task is related to real world contexts in that many texts are written from a gender perspective. |
| 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 <i>Hamlet</i> and three essays that discuss the character Ophelia in <i>Hamlet</i> . |
| 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. It should be noted, however, that the scaffolds are geared for an Honors Class. For example, one activity asks all students to write their thesis statement on the board and then each student critiques everybody else's statement, |

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| | | | | writing the critiques on the board. It is doubtful this activity would work with a large class or a class with a variety of students at different learning levels. |
| 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, but it could be made clearer, and simpler, by making the following edits to the prompt: "How can a gender lens shape the way Ophelia is perceived in <i>Hamlet</i> ? After reading <i>Hamlet</i> and three essays about the character Ophelia in <i>Hamlet</i> , write a literature review of the three essays in which you describe and analyze the content of each essay from a gender perspective. Support your discussion with evidence from the texts." |
| 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 |
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| 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 is text-based, appropriate, and authentic for the discipline. Instructional scaffolds are aligned with the task. Focus of the task is central to the discipline. Consideration might be given to making minor edits to the prompt to improve clarity (see 6a for suggestions).