

Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Savage Harvest

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		The first part of the task (i.e., defining “child labor,” explaining child labor, and explaining the impact on the American consumer) does not really require the demonstration of complex skills because the texts that are included as part of the module provide the information to answer the task. The second part of the task—What implications can you draw?—does require demonstration of complex skills.
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 college/career readiness skills and Critical Abilities: analysis of literature and informational text, communication skills (writing an essay), 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 analyze information from a variety of sources to develop a coherent understanding of a topic is a skill in the discipline that can be transferred to other contexts, as is the skill of writing an essay.
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 addresses Claim #1 (students can read closely and analytically), Claim #2 (students can produce well-grounded writing), and Claim #4 (student can engage in research and inquiry to investigate topics). The task module lists most of the CCSS anchor standards for reading and writing, but not all apply (e.g., the reading anchor and the writing anchor that refer to arguments do not apply). No CCSS grade-level standards are listed, but the task clearly measures CCSS RI.6.7.
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’ responses are scored using the LDC teaching task rubric for informational/explanatory writing, which is aligned to CCSS expectations.
d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?			X	The only grade-level standards listed are some state standards that are either very general (e.g., “The student uses a variety of strategies to comprehend grade level text”) or very specific (i.e., “Describe the

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				relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.”) The rigor of the task does not clearly match to these standards. The rigor of the task does match, however, to CCSS RI.6.7.
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 students use to illustrate their definition of child labor.
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 which examples to use to illustrate their definition of child labor.
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 in that the task asks students to define a key term (i.e., child labor), explain that term, and provide examples that illustrate their explanation. The task content is relevant, and will most likely be meaningful to students. Task content is also meaningful to the discipline because it requires students to develop a coherent understanding of a topic.
b. Is the task related to real world problems, contexts, and/or purposes?	X			Task is related to real world problems (i.e., contemporary child labor). Task is also related to real-world purposes, because it asks students to demonstrate, through writing, their understanding of a contemporary topic, and to do so in way that is appropriate for a particular audience (in this case, other sixth-grade students).
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		Overall, the task is free of bias, but all of the readings appear to focus on children who are not Caucasian (e.g., Africans, Asians, Hispanics). <i>Recommendation:</i> Add a text or picture that deals with child labor in Eastern Europe (e.g., Bulgaria, Ukraine). Also, the Lexile level of the texts is not included, so it is difficult to determine if there is a wide range of texts—i.e., texts that are suitable for different ability levels.

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				Some of the texts are clearly higher than grade 6 (e.g., the CorpWatch article is above grade 11). Since this task was designed for an advanced reading course, it is very likely that readers who are at grade level or below grade level will be at a disadvantage completing the task. <i>Recommendation:</i> To make the task more accessible to average readers, add articles that are more appropriate for the grade level.
b. Does the task include, or allow for the use of, a variety of stimuli?	X			Task includes a variety of stimuli, including a novel, multiple magazine articles, photographs, and a YouTube video.
c. Does the task provide instructional scaffolds to support student learning and skill development toward successful completion of the task?		X		For the most part, the task provides instructional scaffolds that support student learning and the skill development required to successfully complete the task. However, there seems to be insufficient scaffolding to support students in answering the second part of the task: “What implications can you draw?” This is a very broad question that needs to be explained and/or narrowed. <i>Recommendation:</i> Include scaffolding that helps students understand what the word “implications” means in terms of this question. (Note: The word “implicate” is grade 11.)
d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students?			X	Perhaps because the task was designed for advanced readers, there are no specific recommendations for accommodations and differentiation.
6. Design of Student Task				
a. Is the overall task prompt clear (e.g., clear student directions, unambiguous graphics)? *		X		For the most part, student directions in the prompt are clear. The second part of the prompt—“What implications can you draw?”—is not as clear because it is so broad.
b. Is task information presented in an organized way?		X		Some of the task information is presented in an organized way, and some of the task information is not. For example, although the instructional activities refer to specific handouts (e.g., Handout 3-1, 3-2), not all of the handouts are clearly marked. Also, it is not always clear what the purpose of an activity is in relation to the content of the task prompt. The gallery walk activity, for instance, is not clearly connected to the task prompt. <i>Recommendation:</i> Make sure that each activity is clearly connected to supporting students in developing their responses to the task prompt.
7. Curriculum-Embedded				
a. Is the task feasible for most school/classroom environments (e.g., access to necessary		X		The task itself is feasible for most school/classroom, but is not clear if all of the articles listed as texts are easily accessible.

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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		There are many handouts referenced in the module, but most of them do not seem to be provided, or, if they are provided, they are not clearly identified.
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.		X	

Comments: This task is, for the most part, focused, and it is very text dependent. Most of the task, however, does not measure complex skills. The second part of the task (asking students to draw implications) does address complex skills, but the question is too broad, and there is no clear scaffolding to aid students in understanding that part of the task. The task module lists many handouts to be used in the instructional activities, but many of them are missing or not identified. The task does address content central to the discipline, and the topic would most likely be of great interest to students. The task would be very appropriate in addressing CCSS RI.6.7 (i.e., helping students learn how to integrate information in different media/formats to develop a coherent understanding of a topic).

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