

Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
The Scarlet Letter and Hester Prynne

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 a discussion of Prynne's attributes and an evaluation of her virtues in connection with Proverbs 31. The second part (the evaluation) requires the demonstration of some critical thinking, the first part less so.
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 some evidence of critical thinking skills, which are important college/career readiness skills. Responses also provide some evidence of the following Critical Abilities: Analysis of Information; Communication in Many Forms.
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts?*	X			Literary analysis and writing an argument are key 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			Tasks measures Claim #1 (close reading and analysis of a complex text) and Claim #2 (production of effective and well-grounded writing). The task module lists many CCSS reading and writing standards, but not all seem well-aligned to the topic and task. For example, the task does not supply evidence for RL.11-12.2 (identification of two themes and their development) or for RL.11-12.7 (analysis of multiple interpretations of a story, evaluation how each interpretation interprets the source text). Nor does it clearly require evidence for W.11-12.1a (e.g., introduction of counterclaims). The task does measure, however, the following listed CCSS standards: RL. 11-12.1, and most of the CCSS writing standards listed.
b. Can students' responses to this task (what students are asked to produce) be scored using CCSS/NGSS aligned rubrics? *	X			The task product (an essay that addresses the question of whether Hester Prynne is virtuous) can be scored using CCSS-aligned rubrics.
c. Are the scoring criteria--rubrics, point scoring systems, checklists (if provided)--aligned to key expectations of the CCSS/NGSS?	X			Task uses the LDC student work rubric for Argumentation, which is CCSS-aligned.

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d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?	X			The task product (an evaluative essay) is appropriately matched to 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			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 allows student choice of virtues to evaluate and examples of text to support the evaluation.
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 student-initiated planning in so far as students must decide how to organize their argument/evaluation.
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 is likely to be meaningful to students, although some students may not find the idea of virtue to be relevant/ relatable.
b. Is the task related to real world problems, contexts, and/or purposes?		X		To the degree that the task is related to the idea of judging women according to various criteria, then the task is related to a real-world context. The task is also related to real-world purposes (i.e., evaluating a text based on specific criteria; answering a question relevant to one text with information from another text).
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	Task could possibly include an article that focuses on the Puritan way of life as connected to the Bible.
c. Does the task provide instructional scaffolds to		X		Task provides instructional scaffolds to support learning and skill

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support student learning and skill development toward successful completion of the task?				development. There is, however, no scaffolding provides that focuses on students' understanding of the meaning of "virtuous." Since this a key word of the task, understanding this word is paramount to successfully completing the task. Virtue can refer to a moral trait or it can mean a good or beneficial trait--two very different things. <i>Recommendation: Include instructional scaffold that focuses on the meaning of virtuous as it relates to this task. The meaning could be open (i.e., moral and/or good), but students should all be on the same page as to its meaning.</i>
d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students?	X			
6. Design of Student Task				
a. Is the overall task prompt clear (e.g., clear student directions, unambiguous graphics)? *	X			The overall prompt is clear (i.e., what the student is expected to do). Consideration could be given to deleting the reference to "character attributes" and just focus on "virtues," in order to avoid any possible confusion between the two (i.e., attributes are not necessarily virtues). See recommendation below in summary section.
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			
b. Does the task include opportunities for independent work as well as interaction/collaboration with peers?	X			

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		Proverbs 31 is not supplied (although it can be easily accessed on the Internet).
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.	X		The use of text from the Bible that repeatedly refers to God might be sensitive for those students who do not believe in God. Similarly, students

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			whose religion teaches them that having a child out of wedlock is a sin might find it hard to reconcile their religious views with the idea that Prynne might be considered virtuous.

Comments: This task will be accessible to most students because students have the Proverbs text to help them answer the question posted in the prompt. As noted above, consideration could be given to deleting the reference to “character attributes” in the prompt and just focus on “virtues,” in order to avoid any possible confusion between the two (i.e., attributes are not necessarily virtues). Possible alternative prompts: “Hester Prynne a virtuous woman as defined by Proverbs 31? After reading...., write an essay in which you discuss her virtues and evaluate them in connection with Proverbs 31. Be sure to support your position....” OR “Based on Proverbs 31, is Hester Prynne a virtuous woman? After reading...., write an essay in which you discuss her virtues and evaluate them in connection with Proverbs 31.”

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