

Innovation Lab Network Performance Assessment Project
Quality Criteria for Performance Assessments
Comparing Characters' Responses to Events

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 students to compare (analyze) how two characters in a story respond differently to the same event, which is a complex skill for second graders. Students are asked to write an essay in which they not only describe the characters' different reactions but also explain why the characters react differently.
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 provide evidence of the beginning of literary analysis skills (which are college readiness skills) and evidence-based communication skills (which are college and career readiness skills). Students' responses to the instructional activities that involve partnering provide evidence of collaboration.
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts?*	X			Analysis of character response is a skill that can be transferred to other contexts (e.g., a key skill in social studies is the ability to recognize that different groups may respond differently to the same event/issue). The ability to write an essay that compares two different responses to an event/issue is also a skill that is can be transferred 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 addresses Claim #1 (students can read closely and analytically) and Claim #2 (students can produce well-grounded writing). Note: The task module lists CCSS Standards for Informational Text, but the story <i>Grandpa's Corner Store</i> is fiction. Although these standards are not listed in the module, the task measures the following CCSS Standards for Literature: RL.2.1, RL.2.3, RL.2.6, and RL.2.7.
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	X			Students' responses are scored using the "LDC Student

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systems, checklists (if provided)--aligned to key expectations of the CCSS/NGSS?				Work Rubric—Informational or Explanatory,” which is aligned to CCSS expectations.
d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?	X			The rigor of the task is appropriately matched to the CCSS Reading Standards for Literature, which are listed in section 2a above, not to the CCSS Reading Standards for Informational Text listed in the module. Although comparison of two characters is listed as a CCSS grade 5 skill, the instructional scaffolding provided with the task, and the grade level of the book (which includes pictures), make the task content accessible to second graders.
3. Student Choice and Agency				
a. Does the task allow for a variety of responses and/or solution pathways? *	X			Although the comparison of the two characters’ responses does not allow for much variety of responses, the instructional activities do allow 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	There is very little student choice involved in the task, but since the focus is on the responses of the two main characters, this lack of choice is understandable at grade 2.
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 are asked to create a T-chart to manage the information and ideas that are relevant to answering the prompt, but this activity is not student-initiated.
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, and will be especially relevant and meaningful to those students who have experienced shopping in corner stores.
b. Is the task related to real world problems, contexts, and/or purposes?	X			Task is related to the real-world context of the replacement of small community-based stores with larger, more impersonal stores and the idea that there are different perspectives on such changes.

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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			
b. Does the task include, or allow for the use of, a variety of stimuli?			X	Task includes one text only.
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 strongly support student learning and the skill development required to successfully complete the task.
d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students?		X		Recommendations are provided, but they are usually very general (e.g., "Provide support as needed for those students struggling to record their responses") or not truly accommodations (e.g., "Make sure students understand the meaning of the following words..."). Scaffolding, however, includes some specific accommodations for students who need more help when writing their essay.
6. Design of Student Task				
a. Is the overall task prompt clear (e.g., clear student directions, unambiguous graphics)? *	X			Student directions are clear.
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 text <i>Grandpa's Corner Store</i> is not included in the module, but the story is available in paperback for purchase.
b. Does the task include opportunities for independent work as well as interaction/collaboration with peers?	X			Instructional 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	
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.		X	

Comments: This task is focused and text dependent, and the prompt wording is clear and unbiased. All parts of the instructional scaffolding activities are grade-appropriate and aligned to the task purpose. The task addresses content central to the discipline and grade level (grade 2) CCSS reading standards. Although the task's text is fiction, it can also be viewed through a social studies lens.

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