

SAU 9 Performance Task Review Tool

Date of Review: _____

Names of Reviewers: _____

| | |
|-----------------------|--|
| Performance Task Name | |
| Grade Level/Course | |
| Teachers/Authors | |

Performance Task Profile

Items Submitted for Review: Check all that apply

- Performance Task Template
- Scoring Rubric
- Student Instructions
- Teacher Instructions
- Resources: Actual Texts or links to texts, videos, data charts, etc. (if applicable)

STUDENT MODEL

A high-quality performance task is ALIGNED TO MEANINGFUL, PRE-SPECIFIED LEARNING TARGETS

To what extent do you see a content match between the competencies, big ideas/enduring understandings, and content/skills being measured in the performance task?

- Full/Close match** **Partial match** **Minimal/No match**

Provide specific and actionable feedback to get to full/close match (if applicable):

Is the performance task aligned to the appropriate depth of knowledge (DOK) to assess the competencies?

Identify and check DOK levels:

- DOK 1:** recall; memorization; simple understanding of a word or phrase
- DOK 2:** paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts.
- DOK 3:** Students must support their thinking by citing references from text, data or other sources. Students are asked to go beyond the text or data to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings/data sources, application of prior knowledge, or text/data support for an analytical judgment about a text/finding.
- DOK 4:** Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

Provide specific and actionable feedback to get to DOK 3 (if applicable):

Does the scaffolding provided (e.g., task broken into smaller steps) change what is actually being assessed or the depth of knowledge (DOK) being assessed?

Yes Partial No

Provide specific and actionable feedback (if applicable):

TASK SUMMARY

Does the task provide multiple means of representation, expression, and engagement for all learners?

Yes Partial No

Provide specific and actionable feedback (if applicable):

Does the task require transfer skills and authentic, real life applications?

Yes Partial No

Provide specific and actionable feedback (if applicable):

RUBRIC

A high-quality performance task is SCORED USING CLEAR GUIDELINES AND CRITERIA

Do the rubric dimensions align to the competencies, big ideas/enduring understandings, and content/skills being measured in the performance task?

Yes Partial No

Provide specific and actionable feedback (if applicable):

Is the expected range of performance coherently described across performance levels?

Yes Partial No

Provide specific and actionable feedback (if applicable):

Is it clear which aspects of the task the rubrics will be used to evaluate?

Yes Partial No

Provide specific and actionable feedback (if applicable):

Based on your review of the rubric would the scoring rubric most likely lead different raters to arrive at the same score for a given response?

Yes Partial No

Provide specific and actionable feedback (if applicable):

STUDENT INSTRUCTIONS

A high-quality performance task is **FAIR AND UNBIASED**

(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

Do the student instructions fully describe all student expectations?

Yes Partial No

Provide specific and actionable feedback (if applicable):

To what extent are the tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?

Yes Partial No

Provide specific and actionable feedback (if applicable):

Are the directions and questions presented in as straightforward a way as possible for a range of learners?

Yes Partial No

Provide specific and actionable feedback (if applicable):

Is the vocabulary, task scenarios, or resource links presented by the task free from cultural/other unintended bias?

Yes Partial No

Provide specific and actionable feedback (if applicable):

A high-quality performance task includes **APPROPRIATE TEXT/VISUAL RESOURCES**

This section may not apply.

Are the reading and visual materials that go along with the task (if applicable) appropriate for the grade level and time allotted to the task?

Yes Partial No

Provide specific and actionable feedback (if applicable):

TEACHER INSTRUCTIONS

Do the teacher instructions describe all aspects of the task administration?

- A description of a potential unit of instruction (curricular unit) that would serve as a foundation for the performance task. This includes lesson sequences and activities as well as formative assessment suggestions.
- Hyperlinks for online resources and names of print resources
- A clear list of materials, including the technology required to complete the task
- A very specific description of the intended scaffolding allowed and specific limits of such scaffolding
- A description of the accommodations for students with disabilities and English learners

Provide specific and actionable feedback (if applicable):

RECOMMENDATION

- No changes needed**
- Minor changes recommended, please address and resubmit**
- Substantial changes needed, please address and resubmit**

Comments: