

## Jurying Your Teaching Task

### LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
<b>GQ1: Does the teaching task, along with texts, content and student product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?</b>			
<b>Task Clarity &amp; Coherence</b>  <b>Score:</b>	<ul style="list-style-type: none"> <li>• Template type uses a writing mode that does not match the intended purpose of the prompt.</li> <li>• Task purpose is overly broad or narrow.</li> <li>• Prompt wording is unclear.</li> <li>• Prompt wording, student background, or overview of the task biases students toward a particular response.</li> <li>• Task is answerable without using the texts or instructional scaffolding in module.</li> <li>• Background statement may not frame task for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Template task uses a writing mode that matches the intended purpose of the prompt.</li> <li>• Task purpose is focused.</li> <li>• Prompt wording is clear.</li> <li>• Prompt wording is unbiased, leaving room for diverse responses.</li> <li>• Prompt wording, content, texts, and student product are aligned to task purpose (a "good fit").</li> <li>• Task is text dependent, requiring students to go beyond prior knowledge to use evidence from the texts in their responses.</li> <li>• Background statement frames task for students.</li> </ul>	("Good to Go" characteristics and...) <ul style="list-style-type: none"> <li>• Task is worded precisely to give students a clear and focused purpose for writing and unambiguous directions.</li> <li>• Prompt, texts, content, and student product are tightly aligned (are close to a "perfect fit") to task purpose.</li> <li>• Task provides a pattern that can be used as a model to create other teaching tasks in the discipline.</li> </ul>

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<b>GQ2: Does the teaching task build students' content knowledge, enduring understandings, and complex, higher order thinking skills central to the discipline?</b>			
<b>Content</b>  <b>Score:</b>	<ul style="list-style-type: none"> <li>• Has a weak connection to content central to the discipline.</li> <li>• Oversimplifies a topic, OR does not require students to engage in analytic reading and thinking skills.</li> <li>• Includes content or skill standards that are not relevant the task</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses content central to the discipline and grade level CCSS reading standards, requiring students to build strong content knowledge.</li> <li>• Engages students in a range of analytic reading and thinking skills.</li> </ul>	("Good to Go" characteristics and...) <ul style="list-style-type: none"> <li>• Addresses big ideas or enduring understandings central to the discipline.</li> <li>• Engages students in complex, higher-order thinking skills specific to the discipline.</li> </ul>

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<b>GQ4: Does the teaching task engage students in applying CCSS writing skills to produce writing in a genre that is appropriately challenging, central to the discipline, and appropriate for the task content?</b>			
<b>Student Product</b>  <b>Score:</b>	<ul style="list-style-type: none"> <li>Is inappropriate to the discipline, content, or challenge of the task.</li> <li>Is too difficult or too easy for the range of student ability.</li> </ul>	<ul style="list-style-type: none"> <li>Is appropriate for the discipline and content, and coherent with the purpose of the task.</li> <li>Is accessible to all students and intellectually challenging, requiring them to apply CCSS writing skills to demonstrate their content understanding and CCSS reading skills.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>Authentically engages students in rhetorical modes and types of writing central to the discipline.</li> </ul>

## Jurying Your Text/Input

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<b>GQ3: Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?</b>			
<b>Text(s)</b>  <b>Score:</b>	<ul style="list-style-type: none"> <li>Are loosely aligned or misaligned to the purpose of the task.</li> <li>Bias students toward a particular response.</li> <li>Are too difficult or too easy for the range of student ability.</li> <li>Include so many texts or allow so much student choice that it will be difficult to support reading closely and provide appropriate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Are useful for providing content and evidence to be used in addressing the task.</li> <li>Do not bias students toward a particular response.</li> <li>Are accessible to most target students and appropriately complex, requiring them to apply grade level CCSS reading skills to comprehend and analyze content.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>Are engaging, tightly relevant (indispensable), and authentic.</li> <li>Are tightly aligned to the task purpose.</li> <li>Represent central modes of discourse in the discipline.</li> <li>Are carefully selected, excerpted, or modified to provide texts with varied complexity (using either quantitative or qualitative measures) appropriate to students' reading ability.</li> </ul>