**Rubric for Tasks (from CASL – Classroom Assessment for Student Learning, abbreviated Figure 7.6, pp. 222-225)**

**Content: What learning will the task demonstrate?**

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| **Indicator** | **Level 3: Ready to Use** | **Level 2: Needs Some Revision** | **Level 1: Completely Revise or Don’t Use** |
| **Target Alignment** | All requirements of the task are directly aligned to the learning target(s) to be assessed. The task will elicit a performance that could be used to judge proficiency on the intended learning targets. | Some requirements of the task are not aligned to the learning target(s) to be assessed. There is extra work in this task not needed to assess the intended learning targets. | Requirements of the task are not aligned to the learning target(s) to be assessed. The task will not elicit a performance that could be used to judge proficiency on the intended learning targets. |
| **Interference** | Successful completion of the task does not depend of skills unrelated to the target being measured (e.g. intensive reading in a mathematics task).The task is culturally robust. Successful completion is not dependent on having had 1 particular cultural or linguistic background. | Successful completion of the task may be slightly influenced by skills unrelated to the target being measured.Successful completion of the task may be slightly influenced by having had one particular cultural or linguistic background. | Successful completion of the task depends on skills unrelated to the target being measured (e.g., intensive reading in a mathematics task).The task is not culturally robust. Successful completion depends on having had one particular cultural or linguistic background. |
| ***Intent of NGSS*** |  |  |  |

**Information Provided: Are the directions and guidance given clear and sufficient?**

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| **Indicator** | **Level 3: Ready to Use** | **Level 2: Needs Some Revision** | **Level 1: Completely Revise or Don’t Use** |
| **Instructions** | The instructions are clear and unambiguous. | The instructions may leave room for erroneous interpretation of what is expected. | The instructions are confusing and frustrating to students. |
| **Criteria** | The task includes a description of (or reference to) the criteria by which the performance or product will be judged. Students are familiar with the criteria. | Although described or referred to, the criteria by which the performance or product will be judged are vague or unclear. | The task includes no reference to the criteria by which the performance or product will be judged. orThe students are not familiar with the criteria to b used. |

**Sampling: Is there enough evidence?**

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| **Indicator** | **Level 3: Ready to Use** | **Level 2: Needs Some Revision** | **Level 1: Completely Revise or Don’t Use** |
| **Coverage of Target** | The breadth of the task or the number of tasks or repeated instances of performance is sufficient to cover the breadth of the intended learning target. | The task is broader than needed to cover the breadth of the intended learning target. There are more tasks or repeated instances of performance that are needed to cover the breadth of the intended learning target. | The breadth of the task or the number of tasks or repeated instances of performance is not sufficient to cover the breadth of the intended learning target. |