

Jurying Rubric for LDC Tasks and Modules

Task/Module Information	
Title	
Author(s)	
District	
School	
Rules of Road Reviewer(s)	
Date Reviewed	
Evaluator(s)	
Date Evaluated	
Evaluator Summative Comments	

LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplar
Task Clarity & Coherence	<ul style="list-style-type: none"> • Template type uses a writing mode that may not match the intended purpose of the prompt. • Prompt wording may not be clear. • Prompt wording may bias students toward a particular response. • Task may be answerable without using the texts or instructional scaffolding in module. • Background statement may not frame task for students. 	<ul style="list-style-type: none"> • Template task uses a writing mode that matches the intended purpose of the prompt. • Prompt wording is clear. • Prompt wording is unbiased, leaving room for diverse responses. • Prompt wording is aligned with content, texts, and student product (a "good fit"). • Task is text dependent, requiring students to go beyond prior knowledge to use evidence from the texts in their responses. • Background statement frames task for students. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> • Task is worded precisely to give students a clear purpose for writing and unambiguous directions. • Prompt, texts, content, and student product are tightly aligned (are close to a "perfect fit"). • Task provides a pattern that can be used as a model to create other teaching tasks in the discipline.
Content	<ul style="list-style-type: none"> • May have a weak connection to content central to the discipline. • May not address a central issue/theme relevant to the discipline. • May oversimplify a topic, or may not require students to engage in analytic reading and thinking skills central to the discipline. 	<ul style="list-style-type: none"> • Addresses content central to the discipline, requiring students to build strong content knowledge. • Engages students in a range of analytic reading and thinking skills. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> • Addresses big ideas or enduring understandings central to the discipline. • Engages students in complex, higher order thinking skills specific to the discipline.
Text(s)	<ul style="list-style-type: none"> • May be loosely aligned or misaligned to the purpose of the task. • May bias students toward a particular response. • May be too difficult or too easy for the range of student ability. • May include so many texts or allow so much student choice that it will be difficult to support reading closely and provide appropriate instruction. 	<ul style="list-style-type: none"> • Are useful for providing content and evidence to be used in addressing the task. • Do not bias students toward a particular response. • Are accessible to all students and intellectually challenging, requiring them to apply CCSS reading skills to comprehend and analyze content. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> • Are engaging, tightly relevant (indispensable), and authentic. • Are tightly aligned to the task purpose. • Represent central modes of discourse in the discipline. • Are carefully selected, excerpted, or modified to provide appropriate text complexity (using either quantitative or qualitative measures) for the range of student reading ability.

Student Product	<ul style="list-style-type: none"> • May be inappropriate to the discipline, content, or challenge of the task. • May be too difficult or too easy for the range of student ability. 	<ul style="list-style-type: none"> • Is appropriate for the discipline, content, and challenge of the task. • Is accessible to all students and intellectually challenging, requiring them to apply CCSS writing skills to demonstrate their content understanding and CCSS reading skills. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> • Authentically engages students in rhetorical modes and types of writing central to the discipline.
------------------------	--	---	--

HOLISTIC SCORE FOR LDC TEACHING TASK	
Rating (check one)	Description
Exemplar	Teaching task is coherent, with all components tightly aligned. Teaching task has clear purpose and precise elements overall; addresses content central to the discipline; engages students in applying higher order thinking skills specific to the discipline; employs carefully selected or customized, highly appropriate, and relevant text(s); and creates academic contexts for engaging CCSS reading and writing skills and tasks. Teaching task topic or issue is relevant to the discipline or course and has broad applicability. Teaching task provides a focus on one or more CCSS reading standards involving reading texts closely and writing clearly, coherently, and appropriately for task, purpose, and audience.
Good to Go	Teaching task is coherent, with all components aligned. Teaching task has clear, specific, and detailed elements overall; addresses content relevant to the discipline; employs relevant text(s); and creates academic contexts for engaging CCSS reading and writing skills and tasks. Teaching task creates opportunities to teach CCSS reading and writing skills.
Work In Progress	Needs revision for reasons listed below.
Not scored	Does not fit the LDC Rules of the Road.

**Evaluator
Formative
Feedback
for Revision**

LDC MODULE SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplar
What Skills?	<ul style="list-style-type: none"> Skills list may miss significant demands of the task. Skills may not be clustered and sequenced to support the teaching task. 	<ul style="list-style-type: none"> Skills list is relevant to teaching task, (including the task prompt, content, discipline, text(s), and student product) Skills are clustered and sequenced to support the teaching task. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> Skills list is tightly aligned to the task and the demands of the texts. Skills are clustered and sequenced to support access to the texts and completion of the teaching task product.
What Instruction?	<ul style="list-style-type: none"> Mini-tasks (product, prompt, and scoring guide) may not relate to skills list. Mini-tasks may rely on general strategies that provide weak support for the skills, texts, and teaching task OR provide too much support, removing any challenge for students. Instructional strategies may be loosely connected to mini-tasks and completion of the teaching task. Pacing may not be realistic. Materials, references, and supports used in instruction may not be available to other teachers. Module does not present adequate opportunity to teach writing in response to reading. 	<ul style="list-style-type: none"> Mini-tasks (product, prompt, and scoring guide) relate to skills list. Mini-tasks support the teaching task (including the prompt, content, discipline, text(s), and student product). Instructional strategies support the mini-tasks and completion of the teaching task, (and are aligned to prompt, content, discipline, text(s), and student product). The mini-tasks and instructional strategies provide opportunities for students to learn specified CCSS reading, writing, and thinking skills. Pacing is realistic. Materials, references, and supports used in instruction are attached, linked, or cited in enough detail to allow other teachers to obtain them. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> The mini-tasks and instructional strategies are coherent, tightly aligned to the skills, and well designed to support student success on the teaching task. The mini-tasks and instructional strategies explicitly build student capacity to apply discipline-specific literacy skills to complex texts. The mini-tasks and instructional strategies explicitly build student capacity to produce clear and coherent writing appropriate to discipline, task, purpose, and audience. Mini-tasks are well placed to provide formative feedback and give evidence about student progress. Instructional strategies are sufficiently specified to be replicated (but not over-described). Each scoring guide has clear criteria tightly aligned to the skill being taught. Materials, references, and supports for instruction are of high quality, relevant, and aligned.

What Results?	<ul style="list-style-type: none"> If included, classroom assessment may have loose connection to teaching task or may be unrealistic as an on-demand task. 	<ul style="list-style-type: none"> If module has been taught, student work samples with annotated scoring rubrics are included, providing two samples per level if available. If included, the optional classroom assessment is connected to teaching task. 	("Good to Go" characteristics and...) <ul style="list-style-type: none"> If included, the classroom assessment is realistic as an on-demand task and provides targeted information about student progress toward meeting one or more module goals.
Teacher Work			<ul style="list-style-type: none"> Module is annotated with sufficient detail so others can use it. Annotation helps make module clear and easy to use.

HOLISTIC SCORE FOR LDC MODULE

Rating (Check One)	Description
Exemplar	Module is highly coherent, tightly aligned to an exemplar teaching task, and appropriate in rigor to the course. Module supports the teaching task with a well-planned and strategic instructional sequence in which mini-tasks lead to the final product's completion. Module is polished with attention to the needs of a wide educator audience. Module closely aligns to CCSS standards and creates an opportunity to support discipline-specific literacy and thinking skills, and to teach writing in response to reading text(s) closely.
Good to Go	Module is coherent and aligned to a good to go or exemplar teaching task. Module supports the teaching task with a well-planned instructional sequence in which mini-tasks lead to the final product's completion. Module provides sufficient detail so that others might use it. Module generally aligns to CCSS standards and creates an opportunity to teach writing in response to reading.
Work In Progress	Needs revision for reasons listed below.
Not scored	Does not fit the LDC Rules of the Road.

Evaluator Formative Feedback for Revision	
--	--