

LDC Task/Module Scoring Guide

Information

Module/Task Title	
Author (s)	
District	
School	
Date Evaluated	
Evaluator(s)	
Evaluator Summative Comments	

Field Trial Version

LDC Teaching Task Scoring Guide

Category	Work in Progress	Good to Go	Exemplar
Task Clarity & Coherence	<ul style="list-style-type: none"> • Template type (writing mode) may be mismatched to the intended purpose of the prompt (e.g., use of an Argumentation template when an Explanatory template would be a better fit; selecting a "definition" template when a "description" template would be appropriate) • Question/prompt may be posed in a way that biases students toward a particular response. • Question/prompt may be answerable without the use of text or instructional scaffolding (through Module), i.e., texts and instruction are dispensable. 	<ul style="list-style-type: none"> • Template task is filled in correctly (in the correct mode-Argumentation, Explanatory, Narrative) without modification and task is worded clearly. • Prompt wording follows through on answering the essential question (if posed) and is aligned with content, texts, and student product (a "good fit"). • Question and prompt are unbiased and leave room for diverse responses. • Task is text dependent (hardwires the use of evidence of text in response). • Background creates a frame for teaching task. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> • Teaching task is worded precisely to provide a clear purpose for writing and unambiguous directions to students. • Prompt, texts, content, and student product are tightly aligned (are close to a "perfect fit").
Content	<ul style="list-style-type: none"> • May have a weak connection to or skim the surface of content central to the discipline • May address content/topic from a framework that is not relevant to the discipline (e.g., for a history task, focusing on a moral issue rather than an historical question.) • 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 substantive content central to the discipline, requires students to build strong content knowledge. • Engages students in a range of analytic reading and thinking skills, e.g., analysis, comparison, synthesis, evaluation, cause-effect, problem-solution. 	<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. • Task pattern has broad applicability for addressing particular CCSS.

LDC Task/Module Scoring Guides

Text/s	<ul style="list-style-type: none"> • May be loosely aligned or misaligned to the purpose of the task, e.g., use of literary fiction for a research task. • May not provide textual evidence for supporting a counterclaim or alternate view (especially for Argumentation tasks). • May allow for student selection of texts when assigning one common foundational text on a difficult/esoteric topic (e.g., existentialism) would be helpful for supporting literacy through instructional scaffolding. • May be overly difficult/demanding OR may be too easy (not requiring the use of literacy strategies) for the range of student ability. 	<ul style="list-style-type: none"> • Is (are) intellectually challenging but accessible to all students. • Require students to apply literacy skills to comprehend and analyze content. • Are useful for providing content and evidence to be used in addressing the task. • Do not bias students toward a particular response (support competing views). 	<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/ 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 rhetorical mode or content and challenge of the task (e.g., asking students to write a blog entry when a formal essay is more appropriate). 	<ul style="list-style-type: none"> • Is aligned to rhetorical mode and appropriate for content and challenge of the task. • Provides sufficient opportunity for diverse students to demonstrate their achievement. 	<p>("Good to Go" characteristics and...)</p> <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	Task is coherent, all components are <i>tightly</i> aligned. Has clear purpose and precise elements overall; addresses content (<i>including big ideas and enduring understandings</i>) <i>central to the discipline</i> ; engages students in applying <i>higher order, complex thinking skills specific to the discipline</i> ; carefully selects and customizes appropriate and relevant text(s); creates academic contexts for engaging in reading and writing skills and tasks aligned to CCSS. <i>Teaching task topic or issue is relevant to the discipline or course and has broad applicability.</i>
Good to Go	Task is coherent, all components are aligned. Has clear, specific and detailed elements overall; addresses relevant content (topic, theme, concept, issue, or idea); employs relevant text(s); creates academic contexts for engaging in reading and writing skills and tasks aligned to CCSS.
Needs Revision	See comments.

	Not scored	Does not meet basic criteria of LDC Framework.
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LDC Module Scoring Guide

Category		Good to Go	Exemplar
What Skills?	<ul style="list-style-type: none"> Skills list may miss significant demands of the task, e.g., students' ability to select and evaluate appropriate texts for a research task 	<ul style="list-style-type: none"> Skills list is relevant to teaching task. Skills are clustered and sequenced to support the teaching task. 	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> Task, texts, and skills list are tightly aligned. 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 may rely on general engagement strategies (e.g., brainstorming, list-making) with little customization to the Teaching Task. Mini-tasks and instructional strategies may be loosely connected to and may not provide scaffolding for completing the Teaching Task. 	<ul style="list-style-type: none"> Mini-tasks and scoring guides relate to skills list. Instructional strategies support the mini-tasks and move students on the pathway to success on the teaching task. Ladder is realistically paced. Lists materials, references and supports students and teachers will need to complete the instruction. 	<ul style="list-style-type: none"> The skills, mini-tasks, and instructional strategies are coherent and tightly aligned are well designed to support students to successfully complete teaching task. 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). Scoring guides for mini-tasks have clear scoring criteria tightly aligned to skills list. Supports, materials, and references students and teachers will need to complete the instruction are of high quality, relevant, aligned.
What Results?	<ul style="list-style-type: none"> Optional classroom assessment may have loose connection to teaching task, or be unrealistic as an on-demand task 	<ul style="list-style-type: none"> Scored student work samples (2 samples per level if available) and annotated scoring rubrics are included (once the module is taught). If included, the optional classroom assessment is connected to teaching task. 	<ul style="list-style-type: none"> If included, the optional classroom assessment provides targeted information about student progress toward meeting one or more goals of the module; is realistic and do-able in on-demand setting.

LDC Task/Module Scoring Guides

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.
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Holistic Score for LDC Module	
Rating (check one)	Description
Exemplar	Module is highly coherent, strategic, and <i>tightly aligned</i> to the teaching task and appropriate in rigor to the course. Strong relevance to the discipline. Universal and broadly applicability. Is polished with attention to the needs of a wide educator audience.
Good to Go	Module is coherent and aligned. Supports teaching task with a well-planned instructional sequence in which mini-tasks lead to the final product's completion. Provides sufficient detail so that others might use it.
Needs Revision	See comments.
Not scored	Does not meet criteria of LDC Framework.