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| **Task Clarity & Coherence** | **Content** |
| **GQ1: Does the teaching task, along with texts, content and writing product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?** | **GQ2: Does the teaching task build students' content knowledge, enduring understandings, and complex, higher order thinking skills central to the discipline?** |
| * Template task uses a writing mode that matches the intended purpose of the prompt.
* Task purpose is focused.
* Prompt wording is clear.
* Prompt wording is unbiased, leaving room for diverse responses.
* Prompt wording, content, texts, and writing product are aligned to task purpose (a "good fit").
* Task is text dependent, requiring students to go beyond prior knowledge to use evidence from the texts in their responses.
 | * Addresses content central to the discipline
* Clearly aligned with 1-3 content focus standards
* Addresses grade level CCSS reading standards
* Requires students to build strong content knowledge.
* Engages students in a range of analytic reading and thinking skills.
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| **Text(s)** | **Writing Product** |
| **GQ3: Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?** | **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?** |
| * Requires students to analyze content across multiple texts
* Utilizes different types of texts (print, digital, maps, charts, timelines, data sets)
* 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 most target students and appropriately complex, requiring them to apply grade level CCSS reading skills to comprehend and analyze content.
 | * Appropriate for the discipline and content
* Coherent with the purpose of the task
* Communicates with an authentic audience
* Is accessible to all students and intellectually challenging
* Requires students to apply CCSS writing skills to demonstrate their content understanding and CCSS reading skills.
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