**TASK FEEDBACK RUBRIC (based on the work of the Literacy Design Collaborative)**

**Visiting GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Creator Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TASK TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Work in Progress** | **Good To Go** | **Exemplary** |
| **Task** | * Task purpose is overly broad or narrow.
* Prompt wording is unclear.
* Prompt wording, student background, or overview of the task biases students toward a particular response.
* Task is answerable without using the texts or instructional scaffolding in module.
* Background statement may not frame task for students.
 | * 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.
* Background statement frames task for students.
 | * "Good to Go" characteristics and...
* Task is worded precisely to give students a clear and focused purpose for writing and unambiguous directions.
* Prompt, texts, content, and writing product are tightly aligned to task purpose.
* Task provides a pattern that can be used as a model to create other teaching tasks in the discipline.
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| **Texts** | * Are loosely aligned or misaligned to the purpose of the task.
* Bias students toward a particular response.
* Are too difficult or too easy for the range of student ability.
* Include so many texts or allow so much student choice that it will be difficult to support reading closely and provide appropriate instruction.
 | * 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.
 | * "Good to Go" characteristics and...
* 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 texts with varied complexity appropriate to students' reading ability.
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| **Writing** | * Is inappropriate to the discipline, content, or challenge of the task
* Is too difficult or too easy for the range of student ability.
 | * Is appropriate for the discipline and content, and coherent with the purpose 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...
* Authentically engages students in rhetorical modes and types of writing central to the discipline.
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Check off criteria that best describes the task, text, and writing expectations.

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| Provide one GLOW:  | Provide one GROW:  |