**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. |
| **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. |
| **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. |

Check off criteria that best describes the task, text, and writing expectations.

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| Provide one GLOW: | Provide one GROW: |