**LDC Task/Module Scoring Guide**

**Information**

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

**LDC Teaching Task Scoring Guide**

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| **Category** | **Work in Progress** | **Good to Go** | **Exemplar** |
| **Task Clarity & Coherence** | * Template type (writing mode) may be mis-matched 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.

  | * 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.
 | ("Good to Go" characteristics and...)* 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").
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| **Content** | * 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.
 | * 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.
 | ("Good to Go" characteristics and...)* 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.
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| **Text/s** | * 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.
 | * 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).
 | ("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/ modified** **to provide appropriate text complexity (using either quantitative or qualitative measures)** for the range of student reading ability.
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| **Student Product** | * 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).
 | * Is aligned to rhetorical mode and appropriate for content and challenge of the task.
* Provides sufficient opportunity for diverse students to demonstrate their achievement.
 | ("Good to Go" characteristics and...)* Authentically engages students in **rhetorical modes and types of writing central to the discipline.**
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| **Holistic Score for LDC Teaching Task** |
| **Rating (check one)** | **Description** |
|  | **Exemplar** | Task is coherent, all components are *tightly* aligned. Has clear purpose and precise elements overall; addresses content (*including big ideas and enduring understandings*) *central to the discipline*; engages students in applying *higher order, complex thinking skills specific to the discipline*; carefully selects and customizes appropriate and relevant text(s); creates academic contexts for engaging in reading and writing skills and tasks aligned to CCSS. *Teaching task topic or issue is relevant to the discipline or course and has broad applicability.* |
|  | **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. |

**LDC Module Scoring Guide**

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| **Category** |  | **Good to Go** | **Exemplar** |
| What Skills? | * Skills list may miss significant demands of the task, e.g., students' ability to select and evaluate appropriate texts for a research task
 | * Skills list is relevant to teaching task.
* Skills are clustered and sequenced to support the teaching task.
 | ("Good to Go" characteristics and...)* 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.
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| What Instruction? | * Mini-tasks may be 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.
 | * 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.
 | * 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.
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| What Results? | * Optional classroom assessment may have loose connection to teaching task, or be unrealistic as an on-demand task
 | * 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.
 | * 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.**
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| Teacher Work  |  |  | * 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 *tightly aligned* 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. |