

Rubric for Tasks

Overview

The *Rubric for Tasks* is a rubric for evaluating the quality of performance tasks. It describes features of a task necessary to obtain the performance or product you intend to assess.

The *Rubric for Tasks* addresses three aspects of quality and is therefore organized into three categories, or criteria, each with its own set of descriptors.

- Criterion 1: *Content of the Task*—What information does the task need to supply to students?
- Criterion 2: *Sampling*—Is there enough evidence to support the intended purpose?
- Criterion 3: *Distortion Due to Bias*—What can interfere with an accurate picture of student achievement?

Each criterion contains one or more descriptors at each of three levels—Strong, Medium, and Weak.

How to Use the Rubric for Tasks

This rubric is intended to be used to determine a task's relative strengths and weaknesses for each descriptor. Unlike the *Rubric for Rubrics*, you do not make an overall judgment for each of the criteria (*Content*, *Sampling*, and *Distortion*). Rather, you determine which level (Strong, Medium, or Weak) of each descriptor matches what you see in the task. The rubric is intended to function diagnostically, to give you an immediate picture of what you would need to revise to make the task strong. We do suggest one summative decision: If the task is not related to the learning targets you intend to assess (the first descriptor under *Content of the Task*), do not continue rating it because you will not want to use it.

CRITERION I: CONTENT OF THE TASK		
What Information Do Students Need?		
<i>Strong</i>	<i>Medium</i>	<i>Weak</i>
<p>1. All requirements of the task are directly related to the learning target(s) to be assessed. The task will elicit a performance that could be used to judge proficiency on the intended learning targets.</p> <p>2. The task specifies the following:</p> <ul style="list-style-type: none"> • The knowledge students are to use in creating the task • The performance or product students are to create— what form it should take • The materials to be used, if any • Timeline for completion <p>3. Tasks assessing a performance skill specify the conditions under which the performance or demonstration is to take place.</p> <p>4. Multi-day tasks specify the help allowed.</p> <p>5. The task includes a description of the criteria by which the performance or product will be judged.</p> <p>6. The content of the task is sufficient to let students know what they are to do without giving so much information that the task will no longer measure level of mastery of the intended learning target. The content points the way to success without doing the thinking for the student.</p>	<p>1. Some requirements of the task are not related to the learning target(s) to be assessed. There is extra work in this task not needed to assess the intended learning targets.</p> <p>2. Some of the following information is clear; some is unclear or missing:</p> <ul style="list-style-type: none"> • The knowledge students are to use in creating the task • The performance or product students are to create— what form it should take • The materials to be used, if any • Timeline for completion <p>3. Tasks assessing a performance skill do not sufficiently specify the conditions under which the performance or demonstration is to take place.</p> <p>4. Although there is some reference to what kind of help is allowed for multi-day tasks, it could be misinterpreted.</p> <p>5. Although present, the description of the criteria by which the performance or product will be judged is vague or unclear (see <i>Rubric for Rubrics</i>).</p> <p>6. Some parts of the task may give students too much help, compromising the results when they are intended to be used to measure the student's achievement of the learning target independently. In some places, the task does the thinking or the work for the student.</p>	<p>1. Requirements of the task are not related to the learning target(s) to be assessed. The task will not elicit a performance that could be used to judge proficiency on the intended learning targets.</p> <p>2. The task does not specify the following:</p> <ul style="list-style-type: none"> • The knowledge students are to use in creating the task • The performance or product students are to create— what form it should take • The materials to be used, if any • Timeline for completion <p>3. Tasks assessing a performance skill do not at all specify the conditions under which the performance or demonstration is to take place.</p> <p>4. Multi-day tasks do not specify the help allowed.</p> <p>5. The task includes no reference to the criteria by which the performance or product will be judged.</p> <p>6. The task is over-scaffolded. If used for summative purposes, the task cannot measure students' ability to create the product or performance independently, because the content is so explicit that students can follow it like a recipe. Students can achieve a high score and/or satisfactorily complete the task without having mastered the intended learning target. The task measures only students' ability to follow directions.</p>

CRITERION 2: SAMPLING Is There Enough Evidence?		
<i>Strong</i>	<i>Medium</i>	<i>Weak</i>
1. The number of tasks or repeated instances of performance is sufficient to measure the intended learning target and to support the kind of judgment intended to be made.	1. There are more tasks or repeated instances of performance than are needed to measure the intended learning target or to support the kind of judgment intended to be made.	1. The number of tasks or repeated instances of performance is not sufficient to measure the intended learning target or to support the kind of judgment intended to be made.

CRITERION 3: DISTORTION DUE TO BIAS What Can Interfere with Accuracy?		
<i>Strong</i>	<i>Medium</i>	<i>Weak</i>
<p>1. The instructions are clear and unambiguous.</p> <p>2. The task is narrow enough in scope to be completed successfully in the time allotted. It is clear that enough time has been allotted for successful completion of the task.</p> <p>3. If the task allows students to choose different tasks, it is clear that all choices will provide evidence of achievement on the same learning targets. All choices ask for the same performance or product, with approximately the same level of difficulty, and under the same conditions.</p> <p>4. All resources required to complete the task successfully are available to all students.</p> <p>5. Successful completion of the task does not depend on skills unrelated to the target being measured (e.g., intensive reading in a mathematics task).</p> <p>6. The task is culturally robust. Successful completion is not dependent on having had one particular cultural or linguistic background.</p>	<p>1. The instructions may leave room for erroneous interpretation of what is expected.</p> <p>2. Some students will have difficulty completing the task to the best of their ability in the time allotted. The timeline will have to be extended or the task narrowed somewhat in scope.</p> <p>3. If the task allows students to choose different tasks, some of the choices may relate to different learning targets, or there is some variation in performance or product called for, level of difficulty, or conditions.</p> <p>4. Some students may have difficulty obtaining the necessary resources to complete the task successfully, or one or more of the resources required will be difficult for most students to obtain.</p> <p>5. Successful completion of the task may be slightly influenced by skills unrelated to the target being measured.</p> <p>6. Successful completion of the task may be slightly influenced by having had one particular cultural or linguistic background.</p>	<p>1. The instructions are confusing and frustrating to students.</p> <p>2. Insufficient time has been allotted for students to complete the task to the best of their ability. Either the timeline or the task, or both, will have to be reworked considerably.</p> <p>3. If the task allows students to choose different tasks, none of the choices relate to the same learning target, or there is considerable variation in performance or product called for, level of difficulty, and/or conditions.</p> <p>4. Many or most students will have difficulty accessing the resources necessary to complete the task successfully.</p> <p>5. Successful completion of the task depends on skills unrelated to the target being measured (e.g., intensive reading in a mathematics task).</p> <p>6. The task is not culturally robust. Successful completion depends on having had one particular cultural or linguistic background.</p>