# NH PACE

**Performance Assessment for Competency Education**

**Performance Task Framework 2015-2016**

This is a detailed NH PACE Performance Task Overview. Additional teacher directions and administration guidelines will be found in addendum documents and in local administration guides.

<table>
<thead>
<tr>
<th>LOCAL TASK</th>
<th>COMMON TASK</th>
<th>In Development</th>
<th>Reviewed #1</th>
<th>Reviewed #2</th>
<th>FINAL APPROVED</th>
</tr>
</thead>
</table>

## Performance Task Name

*Unique name given to this performance task*

## Community - School Funding

### Content Area

*For example: ELA, Science, Math, Social Studies, etc.*

ELA

### Grade-Level

*If this is a middle or high school task, indicate grade level and course name if applicable*

Grade 10

### NH State Model Competencies: Task Targets

*List each NH State Model Competency that will be assessed through this task; these are one or two primary task targets*

**Writing Arguments Competency:** Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

**Contributing Author(s)**

*List the names, emails, and schools or agencies of ALL contributing authors in the task.*

District Collaboration

### Citations/Attributions

*If this task is an adaptation of work published elsewhere, list all citations/attributions. Permission to include copyrighted work must be obtained by the author(s) listed above from the originator of the adapted work and documented here.*

## Performance Task Description

Describe the performance task in detail, specifying the context for the task, the anticipated student activities, products and/or presentation and resources, texts, scaffolding, and materials needed. What will the students be asked to do, to produce, and through what actions will they demonstrate mastery of the target competencies? Refer to the NH PACE Accommodations and ELL Guidelines in ensuring that the construction of the task leads to activities that are accessible to all students.

Can an individual person use research and writing to create a positive change in his or her community?

Students will have the opportunity to watch multiple videos and read news reports that discuss the issue, take notes, and reference the sources in an essay that argues for or against the need for a program or project for the community.

### Rochester Prompt: School Funding Choices

Students will write an argument essay on the topic of school funding of extra-curricular activities. They will be provided articles and other online sources to support their claim.

- Students will gather information from sources.
- Students will apply this information to state a claim.
- Students will identify and refute a counter claim.

OCT262015 ELA NHPACE ASSESSMENT
- Students will support their claim in an argumentative essay using evidence from their sources.
  - Students will make revisions using feedback.
  - Students will use MLA format.

Support Materials Available:
- A variety of non-fiction text and media sources (Teacher provided)
- A variety of citation resources. For example NoodleTools.com Easybib.com
- Graphic Organizers
- Word Banks
- Resources for evidence integration. YouTube video

Possible Accommodations:
- Read text to student
- Independent reading level text materials
- Access to material appropriate for ELL
- Alternative graphic organizers
- Access to assistive technology
- Extended time

### Standards Addressed in the Performance Task

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Listing which part (activity and/or product) of the task is used for assessment through the rubric assists in comparable administration across districts and replication of the task by various educators.

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<th>Student Activities/Product(s) to be scored using this rubric:</th>
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### PACE Accountability Grades 9–10 Argumentative Writing Rubric

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<td><strong>CCSS.ELA-Literacy.W.9-10.1:</strong> Write arguments to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>I address all aspects of the prompt using academic discourse to thoughtfully analyze the topic using compelling evidence from text(s).</td>
<td>I address all aspects of the prompt appropriately using academic discourse to analyze the topic using evidence from the text(s).</td>
<td>I address most parts of the prompt, but I do not consistently maintain academic discourse or analyze the topic with evidence from the text(s).</td>
<td>I do not address the prompt, or I address it without analysis or evidence from the text(s).</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.W.9-10.4:</strong> Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.</td>
<td>I establish and maintain a credible and original claim, and the entire essay works to support this claim in an insightful manner.</td>
<td>I establish and maintain a credible and clear claim, and the essay supports this claim in a coherent manner.</td>
<td>I establish a clear claim, but parts of my essay shift and do not connect to my claim.</td>
<td>I do not establish a claim, or I establish multiple and/or unrelated claims.</td>
</tr>
</tbody>
</table>

### Organization (Structure: Overall, Lead, Transitions, Ending)

| **CCSS.ELA-Literacy.W.9-10.1a:** Introduce precise claims, distinguish claims from alternate or opposing claims, and create organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. | I establish a precise claim, that hooks the readers' attention in a creative or engaging way. | I skillfully incorporate sentence transitions (words, phrases, and clauses) to creatively build coherent relationships between ideas and concepts throughout my essay. | I establish a claim which hooks readers' attention. | I establish the claim. |
| **CCSS.ELA-Literacy.W.9-10.1c:** Use words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. | I seamlessly and logically order the relationships and connections between claims, counterclaims, reasons, and evidence. | My conclusion addresses my claim and I offer a thought-provoking final thought connected to my claim. | I incorporate sentence transitions (words, phrases, or clauses), but they do not clearly show the relationship between ideas and concepts. | I establish the claim. |
| **CCSS.ELA-Literacy.W.9-10.1e:** Provide concluding statements or section that follow from and support arguments presented. | My conclusion thoughtfully addresses my claim and I offer readers insight into the topic and make a call to action. | My conclusion provides a general summary of the information presented. | I inconsistently order the connections between the claims, counterclaims, reasons, and evidence. | I did not include a conclusion or concluding statement or the summary is disconnected from the claim. |

### Development (Elaboration, Description)

| **CCSS.ELA-Literacy.W.9-10.1b:** Develop claims and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates audiences' knowledge level and concerns. | My claim is well-explained and clearly supported, with elaboration of relevant textual facts and details, examples, quotes, as well as comparisons and/or analogies which captivate the reader. | My claim is supported with ample facts and details, examples, and quotes that engage the reader. | My claim is understandable, and supported with some textual evidence, although there are some inconsistencies. | My claim is unclear, or unsupported, or the support does not clearly relate to the claim. |
| **CCSS.ELA-Literacy.W.9-10.1d:** Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. | I use sophisticated grammar, usage, tense, punctuation, and spelling and any minor errors, if any, do not impact the clarity and quality of my essay. | I use appropriate grammar, usage, tense, punctuation, and spelling, and any minor errors, do not impact the quality of my essay. | I offer some textual evidence, but the evidence does not fully support all aspects of my claim. | I do not offer enough textual evidence to support my claim, or evidence I choose do not relate to my claim. |
| **CCSS.ELA-Literacy.L.9-10.3:** Demonstrate command of conventions of standard English grammar and usage when writing or speaking. | I use advanced academic language and a sentence and text structure maintains a consistent and engaging formal style and demonstrates authority. | I consistently use academic language and varied sentence structure to maintain formal style. | I acknowledge a counterclaim, but I do not discuss its strengths and limitations. | I do not acknowledge a counterclaim. |

### Language/Conventions

| **CCSS.ELA-Literacy.L.9-10.1:** Demonstrate command of conventions of standard English grammar and usage when writing or speaking. | I use appropriate grammar, usage, tense, punctuation, and spelling, and any minor errors, do not impact the quality of my essay. | I consistently use academic language and varied sentence structure to maintain formal style. | I do not cite my sources, but I am not consistent, or I do not cite them correctly. | I demonstrate many errors in grade-level grammar, usage, tense, punctuation, and/or spelling which significantly detracts from the quality of my essay. |
| **CCSS.ELA-Literacy.L.9-10.2:** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. | I use advanced academic language and a sentence and text structure maintains a consistent and engaging formal style and demonstrates authority. | I cite my sources consistently with a few minor errors. | I do not use academic language and my sentences are short and choppy, creating an informal style and tone. | I demonstrate many errors in grade-level grammar, usage, tense, punctuation, and/or spelling which significantly detracts from the quality of my essay. |
| **CCSS.ELA-Literacy.L.9-10.3:** Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. | I use sophisticated grammar, usage, tense, punctuation, and spelling and any minor errors, if any, do not impact the clarity and quality of my essay. | I use appropriate grammar, usage, tense, punctuation, and spelling, and any minor errors, do not impact the quality of my essay. | I offer some textual evidence, but the evidence does not fully support all aspects of my claim. | I do not offer enough textual evidence to support my claim, or evidence I choose do not relate to my claim. |

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OCT262015 ELA NHPACE ASSESSMENT
Teacher Directions

In this section, describe all directions that the teacher needs to use in the administration of all aspects of the performance task, including lesson focus and formative assessment tasks. Bear in mind that teachers other than the original author(s) will need these directions in order to administer the task. Include hyperlinks for online resources.

This assessment is directly tied to the sophomore English essential questions and asks students to use knowledge and skills from the semester/year to research a topic and write an argument essay about a current topic in society. Students are asked to look at a number of non-fictional and multi-media texts, analyze those texts and formulate a clear claim supported by evidence. Materials

Projector, Overhead, English journals, graphic organizers and access to Googledocs.

Practice/Models:

- Students will practice building verbal arguments and counter arguments during a Socratic Seminar about a fiction and nonfiction writing
- Students will read essay models and draw parallels between arguments made in essays and the argument we formulated during our Socratic Seminar. What intentional decisions did these authors make? What decisions will you make as a writer? Look at SOAP—style, organization, audience and purpose
- Students should have several opportunities to practice with formative writing pieces.

Timeline:

- Reading informational text and pulling out relevant information (1-2 days).
- Using their research students will make a claim and, find evidence to support that claim. Complete a graphic organizer (1-3 days).
- Complete a rough draft (1-3 days).
- Edit and revise into second draft (1-2 days).
- Complete final draft (1-2 days).

Teacher and Student Directions (detailed instructions are attached)

Students will complete all tasks individually and independently, with the following supports and scaffolds:

- Teachers will read articles and the text of graphic organizers to students, as needed.
- Students will receive copies of all articles and may annotate them.
- Spelling supports or writing resources routinely used in the classroom may be used during assessment.
- Teachers may reread articles and graphic organizers to students as needed.
- Scribe support may be provided to students on the graphic organizers.
- Students with IEPs or 504 Plans will receive additional accommodations per their plans.

Students will not have access to the following supports/scaffolds:

- Written or oral group brainstorming
- Assistance with note-taking or what evidence to use

Task: This content is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International license.
Argumentative Essay
Issues in Nonfiction

Task Overview:
The Epping School District must make the difficult decision on forced the district to cut high school extra-curricular activities, including, the arts (art, music, and drama), athletics, and clubs. Your task is to write an argument to the school board stating, with support, which program(s) you believe should continue to receive funding.

Step 1: Collect and Organize Support
Examine the resources below. Gather evidence from at least three sources to support your claim.

Sources:
- Why Arts Education Is Crucial, and Who’s Doing It Best. Article from Edutopia. (goo.gl/tnv93j)
- WP Magazine, the Education Issue: After years of crouching, arts ed is raising its hand again. Article from Washington Post. (goo.gl/9clBde)
- What in the name of High School Football? Article by Hank Hill. (attached)
- Are High School Sports Good for Kids? Article by Daniel Gould. (attached)
- Sports: How Much is Too Much? Video from KCRA. (goo.gl/VxCqk3)
Step 2: Compose a Research-based Argumentative Essay

Back up your claim with reasons and evidence with at least three sources. You may combine personal experience with outside research, meaning “I” statements are acceptable within reason. Cite all references, including any quotations, paraphrasing, or summarizing.

Essay expectations:

- MLA format
- Five paragraph minimum
- Title explicitly reveals your topic and thesis
- Specific examples and relevant details maintain a consistent focus throughout the essay
- Virtually no errors in grammar, spelling, or punctuation that distract the reader from the content
NH PACE
Performance Assessment for Competency Education
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☐ LOCAL TASK ☐ COMMON TASK ☐ In Development ☐ Reviewed #1 ☐ Reviewed #2 (NCIEA) ☐ FINAL APPROVED

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Unique name given to this performance task

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<td>I address a counterclaim’s strengths and weaknesses in such a way that it advances my claim and captures readers’ interest.</td>
<td>I thoughtfully select textual evidence to prove my claim and to identify strengths and limitations.</td>
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| OCT262015 ELA NHPAC EA ASSESSMENT | 3 |
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Teacher Directions

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Practice/Models:

- Students will practice building verbal arguments and counter arguments during a Socratic Seminar about a fiction and nonfiction writing
- Students will read essay models and draw parallels between arguments made in essays and the argument we formulated during our Socratic Seminar. What intentional decisions did these authors make? What decisions will you make as a writer? Look at SOAP—style, organization, audience and purpose
- Students should have several opportunities to practice with formative writing pieces.

Timeline:

- Reading informational text and pulling out relevant information (1-2 days).
- Using their research students will make a claim and, find evidence to support that claim. Complete a graphic organizer (1-3 days).
- Complete a rough draft (1-3 days).
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Teacher and Student Directions (detailed instructions are attached)

Students will complete all tasks individually and independently, with the following supports and scaffolds:

- Teachers will read articles and the text of graphic organizers to students, as needed.
- Students will receive copies of all articles and may annotate them.
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- Teachers may reread articles and graphic organizers to students as needed.
- Scribe support may be provided to students on the graphic organizers.
- Students with IEPs or 504 Plans will receive additional accommodations per their plans.

Students will not have access to the following supports/scaffolds:

- Written or oral group brainstorming
- Assistance with note-taking or what evidence to use

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Sophomore Common Summative Performance Assessment

Task Overview:
Recent reductions in school funding have forced the district to cut all high school extra-curricular activities, including, art classes, athletics, and clubs. Your task is to write an argument, to the school board, explaining which program(s) should continue to receive funding.

Step 1: Collecting/Organizing Support
Examine the resources below. You are required to use the Main Source AND a minimum of one other source, including Choice Sources, to support your claim.

Main Source:
- ARTICLE: School Budget Cuts: How Students Say Slashes Are Affecting Them. From the Huffington Post. (goo.gl/7eFvZL)

Choice Sources:
- EDITORIAL: Why Arts Education Is Crucial, and Who's Doing It Best. From Edutopia. (goo.gl/tnvV3j)
- Video clip "Sports: How Much Is Too Much?" Video from KCRA.com

Step 2: Write a Research-Based Argument Essay
Be sure to back up your claim with reasons and evidence from at least two sources we studied, combined with your own research and experiences. Cite all references, which include direct quotations, paraphrasing, and summarizing.
Making Connections:

Competency: Writing
Students will demonstrate the ability to write effectively for a variety of purposes and audiences.

Performance Indicator:
Students will express their thoughts using argument, informative/explanatory, and narrative writing techniques in persuasive, analysis and research paper writing.
Sophomore Common Summative Performance Assessment

Task Overview:

Recent reductions in school funding have forced the district to cut all high school extra-curricular activities, including, art classes, athletics, and clubs. Your task is to write an argument, to the school board, explaining which program(s) should continue to receive funding.

Step 1: Collecting/Organizing Support

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Main Source:
- ARTICLE: School Budget Cuts: How Students Say Slashes Are Affecting Them. From the Huffington Post. (goo.gl/7eFvZL)

Choice Sources:
- INFOGRAPHIC: The Effect of Budget Cuts on Physical Education. Presented by Spark. (goo.gl/ijvRbh)
- EDITORIAL: Why Arts Education Is Crucial, and Who's Doing It Best. From Edutopia. (goo.gl/tnv3j)
- Video clip "Sports: How Much Is Too Much?" Video from KCRA.com

Step 2: Write a Research-Based Argument Essay

Be sure to back up your claim with reasons and evidence from at least two sources we studied, combined with your own research and experiences. Cite all references, which include direct quotations, paraphrasing, and summarizing.
Making Connections:
Competency: Writing
Students will demonstrate the ability to write effectively for a variety of purposes and audiences.

Performance Indicator:
Students will express their thoughts using argument, informative/explanatory, and narrative writing techniques in persuasive, analysis and research paper writing.

Student Checklist

Did You?

_____ Introduce your topic
_____ State a claim: make clear what you are arguing for or against in this letter
_____ Organize your reasons and supporting details in paragraphs
_____ Use relevant information from the sources you studied to support your claim
_____ Acknowledge and refute the counter-claim
_____ Include direct quotes from sources when appropriate
_____ Consider the audience and maintain an appropriate tone
_____ Use transitional words and phrases
_____ Write a conclusion
<table>
<thead>
<tr>
<th>Topic</th>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Funding</td>
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<tr>
<td>Explain Importance/Relevance</td>
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</tr>
<tr>
<td>Quote/Paraphrase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose/Controlling Idea</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
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</tr>
<tr>
<td>PACE Accountability Grades 9–10 Argumentative Writing Rubric</td>
<td>I address all aspects of the prompt using academic discourse to thoughtfully analyze the topic using compelling evidence from text(s). I establish and maintain a credible original claim, and the entire essay works to support this claim in an insightful manner.</td>
<td>I address all aspects of the prompt appropriately using academic discourse to analyze the topic using evidence from the text(s). I establish and maintain a credible and clear claim, and the essay supports this claim in a coherent manner.</td>
<td>I address most parts of the prompt, but I do not consistently maintain academic discourse or analyze the topic with evidence from the text(s). I establish a clear claim, but parts of my essay shift and do not connect to my claim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization (Structure: Overall, Lead, Transitions, Ending)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.9-10.1a</td>
<td>I establish a precise claim that hooks the readers' attention in a creative or engaging way. I skilfully incorporate sentence transitions (words, phrases, and clauses) to creatively build coherent relationships between ideas and concepts throughout my essay. I seamlessly and logically order the relationships and connections between claims, counterclaims, reasons, and evidence. My conclusion thoughtfully addresses my claim and I offer readers insight into the topic and make a call to action.</td>
<td>I establish a claim which hooks readers’ attention. I incorporate sentence transitions (words, phrases, and clauses) to build coherent relationships between ideas and concepts throughout my essay. I logically order the connections between claims, counterclaims, reasons, and evidence. My conclusion addresses my claim and I offer a thought-provoking final thought connected to my claim.</td>
<td>I establish the claim. I incorporate simplistic sentence transitions (words, phrases or clauses), but they do not clearly show the relationship between ideas and concepts. I inconsistently order the connections between the claims, counterclaims, reasons, and evidence. My conclusion provides a general summary of the information presented.</td>
<td>I establish a claim, but it is unclear and/or may not be appropriate for the task. My sentence transitions are either missing or do not appropriately connect ideas and concepts. I do not make clear connections between claims, counterclaims, reasons, and evidence. I did not include a conclusion or concluding statement or the summary is disconnected from the claim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development (Elaboration, Description)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.9-10.1b</td>
<td>My claim is well-explained and clearly supported. With elaboration of relevant textual facts and details, examples, quotes, as well as comparisons and/or analogies which captivate the reader. All of my textual evidence works strategically and coherently to prove my claim, as well as support strengths and limitations. I address a counterclaim’s strengths and weaknesses in such a way that it advances my claim and captures readers’ interest.</td>
<td>My claim is supported with ample facts and details, examples, and quotes that engage the reader. I thoughtfully select textual evidence to prove my claim and to identify strengths and limitations. I address a counterclaim’s strengths and limitations in such a way that it advances my claim.</td>
<td>My claim is understandable, and supported with some textual evidence, although there are some inconsistencies. I offer some textual evidence, but the evidence does not fully support all aspects of my claim. I acknowledge a counterclaim, but I do not discuss its strengths and limitations.</td>
<td>My claim is unclear, or unsupported, or the support does not clearly relate to the claim. I do not offer enough textual evidence to support my claim, or evidence I choose do not relate to my claim. I do not acknowledge a counterclaim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language/Conventions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.L.9-10.1</td>
<td>I use sophisticated grammar, usage, tense, punctuation, and spelling and any minor errors, if any, do not impact the clarity and quality of my essay. I use advanced academic language and a sentence and text structure maintains a consistent and engaging formal style and demonstrates authority. I cite my sources consistently and accurately.</td>
<td>I use appropriate grammar, usage, tense, punctuation, and spelling, and any minor errors, do not impact the quality of my essay. I consistently use academic language and varied sentence structure to maintain formal style. I cite my sources consistently with a few minor errors.</td>
<td>I demonstrate some errors in grade-level grammar, usage, tense, punctuation, and/or spelling which weakens the overall quality of my essay. I use some academic language along with generic language and standard sentence structures in an attempt to create a formal style, but I lack consistency. I cite my sources, but I am not consistent, or I do not cite them correctly.</td>
<td>I demonstrate many errors in grade-level grammar, usage, tense, punctuation, and/or spelling which significantly detracts from the quality of my essay. I do not use academic language and my sentences are short and choppy; creating an informal style and tone. I do not cite my sources.</td>
</tr>
</tbody>
</table>

October 26, 2015
## Part 1: Assessment Profile

Items Submitted – check all that is submitted and **fully** completed:

- **NH PACE Performance Task Template**
- **Teacher Instructions**: materials needed, time required for administration, procedure [On Template](#)
- **Student Performance Tasks**: what the student is required to do and produce (prompt, directions, materials, checklists, etc.)?
- **Scoring Rubric**

- **Answer Key or Guidelines**: Please circle if **Not Applicable**

- **Actual Texts or links to texts, videos, data charts, etc.** Titles are provided, but not actual texts or links to texts

### Performance Task Description:

- **Fully** describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

- **Partially** describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

- **Minimally** describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

**Comments:** The task template includes several explanations of the task. Under the Performance Task Description there is a question that states: Can an individual person use research and writing to create a positive change in his or her community?, as well as a “prompt” that states Students will write an argument essay on the topic of school funding of extra-curricular activities. They will be provided articles and other online sources to support their claim. The Student Instructions on the template has a generic description of the task, stating that students will compose an argumentative essay based on the question per the teacher. Attached to the Task Template and there is a separate document entitled Sophomore Summative Common Performance Assessment that has a specific prompt that states: Imagine that your school district is going to make a final decision about continuing to fund sports in the schools. Your task is to write an essay to the school board clearly stating, with support, whether or not your school district should continue funding sports.

It would make sense to condense this information and provide consistency.
Teacher Directions:

☒ Fully describes all aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

☐ Partially describes the aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions partially follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

☐ Minimally describes aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions minimally follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

Comments: The Task Template includes an overview of what students will do and the resources the students will use to gather information. In addition, an overview of the instruction that should have previously taken place and the timeline for the task is outlined. The separate teacher information includes all necessary information for administration of this task.

To what extent is scaffolding provided?

☒ No scaffolding is provided for aspects of the task that are being scored with the rubric

☐ Low level of scaffolding is provided for aspects of the task that are being scored with the rubric

☐ Some scaffolding is provided for aspects of the task that are being scored with the rubric

☐ High level of scaffolding (teaching, modeling, think-alouds, conferences, and/or organizers) is provided for aspects of the task that are being scored with the rubric

The organizer and checklist provide a resource for students to use without scaffolding what is being assessed on the rubric.

Student Instructions:

☐ Fully describes all student expectations.

☒ Partially describes student expectations.

☐ Minimally describes student expectations.

Comments:
The student instructions on the template have a generic prompt. However, at the end of the task template, as well as a separate document, that includes the actual prompt. Both the template and the separate student directions outline the steps of this task. The checklist is included on the template, but is a separate document and not included as part of the student instructions.

These instructions should be the same and I would recommend attaching the student checklist to the student directions as one document.
A high quality teacher-created assessment should be ... Aligned

Part 2: Alignment

The standards evaluated by the assessment are identified and are aligned to the expectations of the task:

- [ ] Yes
- [ ] Partial/Unclear
- [ ] No

The standards and objectives are appropriate for the intended grade level for which the assessment is being used:

- [ ] Yes
- [ ] Partial/Unclear
- [ ] No

The skills and knowledge assessed are grade level appropriate:

- [ ] Yes
- [ ] Partial/Unclear
- [ ] No

To what extent do you see a content match between the prompt on the task and the corresponding Standards?

- [ ] Full match – all aspects of the task or items fully address or exceed the relevant skills and knowledge described in the corresponding standard(s)

- [ ] Close match – most aspects of the task or items address the relevant skills and knowledge described in the corresponding state standard(s)

- [ ] Partial match – Some aspects of the task or items address or partially address the skills and knowledge described in the corresponding state standard(s)

- [ ] Minimal match – Few aspects of the task or items match some relevant skills and knowledge described in the corresponding state standard(s)

- [ ] No match – No aspects of the task or items are related to the skills and knowledge described in the corresponding state standard(s)

No standards are identified on the task template.
Identify the Depth-of-Knowledge range of the Standards measured by the assessment (see Webb’s DOK charts):

- [ ] DOK 1: recall and reproduction
- [ ] DOK 2: skills and concepts
- [x] DOK 3: strategic thinking/reasoning; requires deeper cognitive processing.
- [ ] DOK 4: extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.

Are the set of items or tasks reviewed as cognitively challenging as the standards? In other words, the student performance task elicits sufficient evidence for judging the level of student understanding related to the competencies and standards identified. Use the definitions below to select your rating:

- [ ] More rigor – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)
- [x] Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)
- [ ] Less rigor – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)

Comments/Suggestions for Improving Alignment (if any)

Relevant evidence to justify ratings:
### PACE High Quality Assessment Review Tool

**A high quality assessment should be... Scored using Clear Guidelines and Criteria**

#### Part 3: Rubric

<table>
<thead>
<tr>
<th>PACE Rubric is used for the assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ Earlier version</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Content Rubric used for the assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the rubric are aligned to the assessment task?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Fully aligned</td>
</tr>
<tr>
<td>☐ Partialally aligned</td>
</tr>
<tr>
<td>☐ Not aligned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are the score categories clearly defined and coherent across performance levels?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ Partial</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is it clear which aspects of the task this rubric will be used to evaluate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ Partial/Unclear</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on your review of the rubric would the scoring rubric most likely lead different raters to arrive at the same score for a given response?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ Partial/Unclear</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>
### Comments/Suggestions for Improvement for the Rubric (if any)

Relevant evidence to justify ratings:

*The most current ELA PACE rubric is included with this task.*
PACE High Quality Assessment Review Tool

A high quality performance assessment should be...Fair and Unbiased

<table>
<thead>
<tr>
<th>Part 4: Fair and Unbiased</th>
</tr>
</thead>
<tbody>
<tr>
<td>(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</td>
</tr>
</tbody>
</table>

To what extent are the tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?

- [x] Formatting is visually clear and uncluttered
- [ ] Formatting is somewhat confusing or distracting
- [ ] Formatting is unclear, cluttered, and inappropriate for students

Are the directions and the task presented in as straightforward a way as possible for a range of learners?

- [x] Yes
- [ ] Partial/Unclear
- [ ] No

Is the vocabulary and context(s) presented by the task free from cultural or other unintended bias?

- [x] Yes
- [ ] Partial/Unclear
- [ ] No

**Comments/Suggestions for Improvement for Fair and Unbiased (if any)**

Relevant evidence to justify ratings:

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Center for Assessment; NH PACE High Quality Assessment Review Tool; 9.25.15
A high quality performance assessment includes appropriate reading and visual materials

Part 5: Appropriateness of Text/Visual Resources

<table>
<thead>
<tr>
<th>The texts and visual resources support the topic and prompt:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ Partial/Unclear</td>
</tr>
<tr>
<td>□ No</td>
</tr>
<tr>
<td>□ N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The texts have characteristics of a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Simple Text</td>
</tr>
<tr>
<td>□ Somewhat Complex Texts</td>
</tr>
<tr>
<td>□ Complex Texts</td>
</tr>
<tr>
<td>□ Very Complex Texts</td>
</tr>
<tr>
<td>□ N/A</td>
</tr>
</tbody>
</table>

Note: Refer to the Text Complexity Rubric for Literary Texts or Informational Texts

<table>
<thead>
<tr>
<th>The amount of texts and visual resources are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Appropriate for the grade level and the time allotted for the task</td>
</tr>
<tr>
<td>□ Appropriate for the grade level, but may exceed the time allotted for the task</td>
</tr>
<tr>
<td>□ Burdensome for the grade level and the time allotted for the task</td>
</tr>
<tr>
<td>□ No texts and/or resources are included</td>
</tr>
<tr>
<td>□ N/A</td>
</tr>
</tbody>
</table>

Comments/Suggestions for Improvement for Fair and Unbiased (if any)

Relevant evidence to justify ratings:

It is not clear whether the texts are appropriate and complex for students as they were not included, nor were they accessible online.
Recommendation for this assessment:

- [ ] No changes needed
- [x] Minor changes recommended
- [ ] Substantial changes needed; resubmit
- [ ] Task rejected

Discussion:

*Reduce the amount of scaffolding on the Student Checklist.*