

PERFORMANCE TASK REVIEW CRITERIA – Crosswalk of PBA-LAA Quality Criteria

Generic Criteria	McTighe Criteria	VDOE LAA Criteria <small>Adapted from Superintendent’s Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)</small>	Rating <small>3 = criteria fully met 2 = met somewhat 1 = not yet met</small>	Suggestions for Task Revision
Standards / Intended Learning Outcomes	1. The task aligns with targeted standard(s) / outcomes(s) in one or more content areas.	The LAA aligns to either (a) one or more Strands (from the SOL Curriculum Framework) or (b) one or more Reporting Categories (from the SOL Test Blueprint) in a grade level/subject area of a removed SOL test, namely: ¹ <ul style="list-style-type: none"> • Grade 3 Science • US History to 1865 • Grade 5 Writing • Grade 3 History • US History from 1865 to Present 	3 2 1	
Cognitive Demand	2. The task requires extended thinking and application, not simply recall or a formulaic response.	The LAA integrate applied, subject-specific, higher-order thinking skills into content-based standards, namely: ² <ul style="list-style-type: none"> • Science 3.1 a-m • USI.1a-j • English 5.7 a-i and 5.8 a-k • History 3.1a-j • USII.1a-j 	3 2 1	
Authenticity	3. The task establishes an “authentic” context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	The LAA incorporates an “authentic performance,” such a task that might occur in a real-world situation.	3 2 1	
Explanation	4. The task requires explanation and/or support – not just an answer.	The LAA requires a student response format such as performing a task, creating a product, and/or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology-enhanced (e.g., drag-and-drop, fill-in-the-blank) test items.	3 2 1	
Success Criteria	5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	<ul style="list-style-type: none"> • The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective. • Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions. • Report of results on the LAA provide feedback to students, teachers, and parents.³ 	3 2 1	

¹ Not all content standards must be assessed. A school division may have multiple, complementary LAAs to account for all Strands or Reporting Categories.

² The LAA necessitates instructional approaches in the classroom that lead to students’ deeper conceptual understandings and/or master of subject-specific skills.

³ Scores are not reported to the VDOE.

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Student Directions / Prompt	6. The task directions for students are clear.	The LAA is age-appropriate and has a prompt that is both valid and reliable. ⁴	3 2 1	
Feasibility	7. The task is feasible to implement in classrooms.	The LAA captures student thinking in a relevant and feasible response format.	3 2 1	
Accessibility; Freedom from Bias or Sensitive Topics	8. The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3 2 1	
Student Choice	9. <i>Optional:</i> The task allows students to demonstrate their understanding/proficiency with some appropriate choice/variety (e.g., of products or performances).	<i>Optional, but Encouraged:</i> The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3 2 1	
Integration of Subjects	10. <i>Optional:</i> The task effectively integrates two or more subject areas	<i>Optional, but Encouraged:</i> The LAA may integrate multiple subjects. ⁵	3 2 1	
Technology Application	11. <i>Optional:</i> The task incorporates appropriate use of technology.	<i>Not explicit in the VDOE guidelines.</i>	3 2 1	

⁴ The LAA should be substantiated by a copy of the LAA itself, an assessment blueprint, a scoring protocol, sample responses, and/or training materials for teachers.

⁵ The design, development, administration, substantiation, and use of LAAs should emphasize collaborative effort among teachers and administrators.