

Rubric for Common, Course, & Classroom Task Validation

	Meets Proficiency		Needs Revision	
	Exceeds	Meets	Developing	Below
Content and Curricular Connections	The task effectively supports & links with curriculum. It affords new possibilities. The task directly addresses NHS learner expectations, applied learning standards and/or content standards and GSEs.	The task effectively supports content and curriculum. It also addresses NHS learner expectations, and applied learning standards.	The project has a tenuous connection to the course curriculum. The work addresses learner expectations and standards only loosely.	The project has no connection to class content or curricular goals and does not support NHS learner expectations, applied learning standards and/or content standards and GSEs.
Prompt and Student Handouts	The description of the prompt and the student handouts provide a clear description of the task to be completed by the student.	More details are needed on student handouts and prompt description in order for students to understand what is expected of them.	The student handouts may be missing and/or the description of the prompt is incomplete.	Student handouts and/or a description of the prompt are missing and it is unclear what is expected of students.
Technology and Other Resources Needed	The task identifies a rich diversity of technology and other resources required for this task.	Most resources are identified.	The task fails to identify many resources appropriate for this task.	The task does not identify technology and other resources needed.
Rubrics	Rubric areas represent the total performance with distinctly different skills assessed independently. Areas are objectively described. Each level has a distinctly different level of performance. Both content and presentation are assessed. The rubric challenges students to perform at a high level of academic achievement.	Distinctly different skills are separated so as to be assessed independently. Most criteria contain objective descriptions. Each level has a clearly different level of performance. Curricular content and presentation is assessed at lower-order and higher-order levels.	Rubric emphasizes mostly discrete, lower-order skills. Most areas are subjective. While both curricular and presentation areas are assessed, content is assessed at the lower-order level.	Rubrics emphasize only discrete, lower-order skills. The criteria are subjective, leading to a greater chance of the teacher and student assessing the work differently. Rubric may primarily assess either content or presentation.
Accommodations/ DI Strategies	Approved language should be present here.			
Instructional Sequence	The task provides teachers with a clearly articulated sequence of effective instructional strategies that enables students' access to skills and knowledge necessary for success on this common task.	The task provides teachers with a sequence of instruction that will enable students access to skills and knowledge necessary for success on this common task.	The task provides teachers with an incomplete or inappropriate instructional sequence. Students may not have access to all skills and knowledge necessary for success.	The task does not provide teachers with a clearly articulated sequence of instruction that would enable students' access to skills and knowledge necessary for success on this common task.