

Reviewer Name: \_\_\_\_\_

<b>3 – You Got It!</b> <i>Element clearly present and complete</i>	<b>2- Almost</b> <i>Element present with concerns</i>	<b>1 – Not Yet</b> <i>Element not yet present</i>
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**Performance Task Alignment with Goals/Outcomes**

The task is aligned to outcomes indicated			
The task is designed to draw on or develop <b>knowledge</b> essential to the course outcomes.			
The task is designed to draw on or develop <b>skills</b> essential to the course outcomes.			
The task requires higher order thinking.			

**Format of Performance Task**

Task is written with students as audience, in language they would understand			
Performance expectations are made explicit			
Task is not overly dependent on skills outside of the target outcomes			

**Directions for Students on Performance Task**

Directions for completion of the performance task are clear.			
Directions are comprehensive covering all aspects of the task.			
The performance requirements are clear (e.g. presentation length, paper length)			

**Rubric**

Rubric criteria are appropriate and comprehensive (between 3 and 7)			
Categories of rubric levels are appropriate (between 4 and 7)			
Level descriptions are parallel for each criterion.			
Key terms in each level description appropriately describe performance.			
Descriptions at each level are specific enough to provide direction but open enough to prevent boxing the marker in.			
A score of insufficient is included in rubric levels			

What would you say are the strengths of this performance task?

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What suggestions might you offer to the task creator?