Sample Performance Task and Rubric

All Consortium schools require students to complete academic tasks to demonstrate college and career readiness and to qualify for graduation. In some classes, the tasks are crafted by the teacher, and in other instances, by the student. All graduation-level tasks, like the literature one shown below, are evaluated using the Consortium rubrics.

Literature Task

The student will write a well-developed literary analysis, using a text of appropriate complexity and showing connections between the text and other substantial issues, such as a larger issue or theme, another work of literature, the historical or biographical context, a filmed version of the text, or noted works of relevant criticism.

The paper is organized around a compelling argument and thesis, uses relevant evidence and quotations that support the argument, and provides meaningful interpretation of texts. In addition to demonstrating accepted conventions for writing, the paper also has evidence of a student's voice and style.

Each student also presents orally, either defending the paper or by demonstrating ability to adapt skills to a new text, which the student has read independently.

External evaluators assess both written and oral work using the Consortium rubric for a literary analysis shown below.

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Thesis and organization	• Efficiently organizes paper around a clear, compelling argument • Develops argument thoughtfully and persuasively • Uses relevant, convincing evidence and quotations that thoroughly support argument	• Has a clear argument • Effectively organized and developed coherently around central argument • Uses relevant evidence and quotations that support central argument	• Has a central idea • Mostly organized around a central idea, but may lose focus at times • Uses relevant evidence and quotations to support central idea	• Lacks a central idea • Unfocused organization • Little, irrelevant, or no evidence used
Analysis	• Provides deep insight and creates meaningful interpretation of texts • Elaborates on central argument and meaning of supporting evidence; answers question, "So what?" • Considers author's language, craft, and/or choice of genre • Analysis drives discussion of literary elements when relevant	• Creates meaningful interpretation of texts • Explores central argument and meaning of supporting evidence; answers question, "So what?" • Analysis drives discussion of literary elements when relevant	• Provides basic interpretation of texts • Develops central idea and explains choice of evidence and quotations	• Summarizes or uses faulty analysis • Little or no interpretation of texts • Little or no use of evidence or quotations
Style and voice	• Evidence of ambition, passion for subject, or deep curiosity • Writer willing to take risks • Displays intellectual engagement • Creative, clear, and appropriate use of language and word choice	• Evidence of a mind at work • Evidence of interest in topic • Clear and appropriate use of language and word choice	• Communicates ideas clearly • Shows some awareness of appropriate language and word choice	• Relies on conversational language • Little or no evidence of formal or appropriate use of language and word choice
Connections	Makes insightful connection between text and something outside the text: • Another work of literature, or • Historical context, or • Biographical context, or • Larger issue or theme of importance (must be supported with relevant evidence), or • Film version of text, or • Substantial criticism	Makes appropriate connection between text and something outside the text: • Another work of literature, or • Historical context, or • Biographical context, or • Larger issue or theme of importance (must be supported with relevant evidence), or • Film version of text, or • Substantial criticism	Establishes a connection between text and something outside the text: • Another work of literature, or • Historical context, or • Biographical context, or • Larger issue or theme of importance (must be supported with relevant evidence), or • Film version of text, or • Substantial criticism	Inappropriate or no connection made between the text and something outside the text
Conventions (for writing assignment only)	Mechanical and grammatical errors are rare or non-existent; follows accepted conventions of quotations and citations; uses transitions effectively	Few mechanical or grammatical errors; follows accepted conventions of quotations and citations; makes some use of transitions	Some mechanical or grammatical errors but communication is not impaired; demonstrates knowledge of accepted conventions of quotations	Communication is impaired by errors; little or no use of conventions or quotations and citations; shows little awareness of appropriate use of transitions
Presentation (for oral component only)	Communicates ideas clearly in appropriate, sophisticated, and original way to audience; able to respond to questions and expand on ideas; presents complex, accurate, substantive ideas and information clearly	Communicates clearly in appropriate and original way to audience; able to respond to questions and expand somewhat on ideas; presents accurate, substantive ideas and information clearly	Communicates clearly in appropriate way to audience; able to respond accurately to questions; presents some substantive ideas and information accurately	Neither clear nor appropriate presentation to audience; cannot respond well to questions; does not present accurate or substantive ideas or information