LDC Template Task Collection 2.0

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The Literacy Design Collaborative is committed to equipping middle and high school students with the literacy skills they need to succeed in their later education, their careers, and their communities, working through many different partnerships to meet that literacy challenge. We believe students can and must reach significantly higher levels of reading, writing, and thinking, and we embrace the challenging expectations set by the Common Core State Standards. Since its original collection of template tasks, LDC has produced other collections, including the original collection, ones for elementary, and an "edited" collection in which some changes to the original were made. This collection provides yet another kind of template based closely on grade-level standards. Teachers should choose from these collections the templates that work best for them for any given task.

This collection as does the original and other collections aims to help teachers craft tasks that engage students in writing in response to reading. It provides template tasks for implementing the Literacy Design Collaborative (LDC) strategy by drawing directly from the language and skills articulated in each Common Core Anchor Standards. When filled in, a *template task* becomes a *teaching task* that sets up a context for teaching the specific skills and demands embedded in the standard.

This collection is an edited version of the original piloted collection of template tasks. As in the original LDC collection, the *template tasks* are fill-in-the-blank "shells" that allow teachers to insert the texts to be read, writing to be produced, and content to be addressed. When filled in, template tasks create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning science, history, English, and other subjects. They specify the subjects and levels of student work for which they can be used, and they come with rubrics that can be used to score the resulting student work.

This Collection differs from the original piloted collection in that L2's and L3's are now a separate list of "demands" or "D's" to choose from. Accordingly, the L2 and L3 statements in the rubric are also deleted and replaced with a statement about meeting demands. For example, under Advanced in the Informational/Explanatory rubric you will see, "D: Addresses additional demands with thoroughness and makes a connection to controlling idea."

How to Use the LDC Templates

Mode: All LDC template tasks are designed for tasks that involve students in writing in response to reading or research. They are clustered by the writing modes described in the CCSS: argumentative, informative/explanatory, and narrative. (Note that in LDC a narrative refers to non-fiction narrative and involves students in applying a journalistic style appropriate to relating an event or interview.) Teachers should choose the mode and template that best suits their instructional purpose.

Texts: The term "text" refers to a range of artifacts, including print and visual types. The best text choices allow students to engage deeply with texts that involve them in concepts, ideas, or questions. These are called "short profound texts" in the form of a chapter, section of a play, or shorter poem or speech. Below are some suggestions:

- Short stories
- Essays
- Speeches
- Short novels
- Poetry
- Chapters

- Maps
- Art works
- Timelines
- Data
- Video
- Political texts (laws, policies, etc.)

Products: Teaching tasks can engage students in a variety of products. Each product signals a writing context and requires students to adjust language choices and rhetorical strategies to meet the needs of a context for writing, purpose, and audience. For example, an essay signals to students a formal situation with an academic purpose and audience. In contrast an article for a school magazine signals a less formal context, a journalistic purpose, and a general or peer audience. Products include any multiple paragraph composition, to include:

- Essays
- Reports
- Speeches
- Research reports
- Exhibits to include a written product
- Presentations to include a speech or written product
- Journalistic products, such as feature articles
- Editorials
- Formal letters, as to a State official

- Memos, to include reports
- Proposals
- Lab reports
- Response/Reaction papers
- Cost/benefit analyses
- Critical reviews
- Interviews written up as articles
- Non-fiction narratives, such as accounts of an event
- Manuals

In all LDC Collections, there are some requirements and others that can be changed or added:

WHAT IS REQUIRED?	WHAT CAN BE CHANGED OR ADDED?
▪ Fill in the template task, completing all the blanks but not altering the other template wording. ▪ List the reading texts for the prompt or describe how students will be guided to select appropriate texts. ▪ Provide a background statement that introduces the prompt to students. ▪ If an extension activity is included, provide an activity in which students share or apply what they have learned with a real-world audience or through a hands-on project. (The extension may also be omitted.) ▪ Use the appropriate rubric for the template task.	▪ You choose which texts students will read. ▪ You choose what products students will produce. ▪ You choose the topic, issues, events, or other content students will read and write about. In choosing, consider requirements set by your state, district, or school.

Demands: Demands are additional writing and cognitive challenges that you can add to a template task. They are developed from language in the CCSS. In this way you can scaffold your instruction:

- Repeat a teaching task but add one or more demands.
- Change the template and teaching tasks but repeat a demand/s.
- Use the demands as "mini-tasks" and teach them between modules so that students acquire competence before applying them in the composing process.

You may choose one or more of these D's (demands) to a Template Task to increase the challenge:

D1 Be sure to _____ (acknowledge; refute) competing views. (Argumentation)

D2 Give (an example; # of examples) from past or current (events; issues) to illustrate and clarify your position. (Argumentation or Informational/Explanatory)

D3 What _____ (conclusions; implications) can you draw? (Argumentation or Informational/Explanatory)

D4 In your discussion, address the credibility and origin of sources in view of your research topic. (Argumentation or Informational/Explanatory)

D5 Identify any gaps or unanswered questions. (Argumentation or Informational/Explanatory)

D6 Use _____ (stylistic devices) to develop your work. (Argumentation or Informational/Explanatory or Narrative)

D7 Use _____ (techniques) to convey multiple storylines. (Argumentation or Informational/Explanatory or Narrative)

D8 Include _____ (e.g. bibliography, citations, references, endnotes). (Argumentation or Informational/Explanatory)

Common Core State Standards And Template Task Collection 2.0

Following are the Anchor standards that are "built-in" and apply to all the templates. You should bold or highlight the "when appropriate" standards if you are not using an LDC module. If you are using an LDC module, you should choose the appropriate module template based on your teaching task's mode. The module will have identified the writing mode in the module, but you will still need to identify any other standards.

- **"Built in" standards** have the specified College and Career Readiness Anchor Standards built in in addition to the Focus Standard.
- **Focus Standards and "When appropriate" standards** vary with the teaching task.

READING	
Focus Standards and "Built In" Reading Standards	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Focus Standards or "When Appropriate" Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	WRITING Focus Standards and "Built In" Writing Standards	
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.
	Focus Standards or "When Appropriate" Writing Standards	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Argumentation Template Tasks for Template Task Collection 2.0

	"After Researching"	"After Reading"
	Argumentation Template Tasks	
Analysis	**Task 1:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue _____ (content). Support your position with evidence from your research. **(Argumentation/Analysis)**	**Task 2:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you address the question and argue_____(content). Support your position with evidence from the text(s). **(Argumentation/Analysis)**
Comparison	**Task 3:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you compare _____ (content) and argue _____ (content). Support your position with evidence from your research. **(Argumentation/Comparison)**	**Task 4:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you compare _____ (content) and argue _____ (content). Support your position with evidence from the text(s). **(Argumentation/Comparison)**
Evaluation	**Task 5:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Support your position with evidence from your research. **(Argumentation/Evaluation)**	**Task 6:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Support your position with evidence from the text(s). **(Argumentation/Evaluation)**
Problem-Solution	**Task 7:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you identify a problem _____ (content) and propose a solution. Support your position with evidence from your research. **(Argumentation/Problem-Solution)**	**Task 8:** [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write _____ (an essay or substitute) in which you identify a problem _____ (content) and propose a solution. Support your position with evidence from the text(s). **(Argumentation/Problem-Solution)**
Cause-Effect	**Task 9:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from your research. **(Argumentation/Cause-Effect)**	**Task 10:** [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write _____ (an essay or substitute) in which you argue the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from the text(s). **(Argumentation/Cause-Effect)**

Argumentation Teaching Task Rubric for Template Task Collection 2.0

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven. D. Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Informational/Explanatory Template Tasks for Template Task Collection 2.0

	"After Researching"	"After Reading"
	Informational or Explanatory Template Tasks	
Definition	**Task 11:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Definition)**	**Task 12:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay, report, or substitute) in which you define_____ (term or concept) and explain _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Definition)**
Description	**Task 13:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you describe _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Description)**	**Task 14:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay, report, or substitute) in which you describe _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/ Description)**
Procedural-Sequential	**Task 15:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you relate how _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Procedural-Sequential)**	**Task 16:** [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write _____ (a report or substitute) in which you relate how _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Procedural-Sequential)**
	Task 17: [Insert optional question] After researching _____ (informational texts) on _____ (content), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. **(Informational or Explanatory/Procedural-Sequential)**	
Synthesis	**Task 18:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you explain _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Synthesis)**	**Task 19:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you explain _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Synthesis)**

	"After Researching"	"After Reading"
	Informational or Explanatory Template Tasks (Continued)	
Analysis	**Task 20:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you analyze _____ (content), providing evidence to clarify your analysis. **(Informational or Explanatory/Analysis)**	**Task 21:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (a report, essay or substitutes) in which you analyze _____ (content), providing examples to clarify your analysis. **(Informational or Explanatory/Analysis)**
Comparison	**Task 22**: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you compare _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Comparison)**	**Task 23:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay, report, or substitute) in which you compare _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Comparison)**
Cause-Effect	**Task 24:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you examine the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Cause-Effect)**	**Task 25:** [Insert optional question] After reading _____ (literature or informational text/s) on _____ (content), write _____ (a report or substitute) in which you examine the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Cause-Effect)**

Informational/Explanatory Teaching Task Rubric for Template Task Collection 2.0

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Narrative Template Tasks for Template Task Collection 2.0

	"After Researching"	"After Reading"
	Narrative Template Tasks	
Description	**Task 26:** [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a narrative or substitute) in which you describe _____ (content). **(Narrative/Description)**	**Task 27:** [Insert optional question] After reading _____ (literature or informational texts), write _____ (a narrative or substitute) from the perspective of _____ (content). **(Narrative/Description)**
Procedural-Sequential	**Task 28:** [Insert optional question] After researching _____ (informational texts) on_____ (content), write _____ (a narrative or substitute) in which you relate _____ (content) and the events _____ (content). **(Narrative/Sequential)**	**Task 29:** [Insert optional question] After reading _____ (literature or informational texts) about _____ (content), write _____ (a narrative or substitute) in which you relate _____ (content). **(Narrative/Sequential)**

Narrative Teaching Task Rubric for Template Task Collection 2.0

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus. D. Addresses additional demands superficially.		Addresses the prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands Sufficiently.		Addresses all aspects of the prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.		Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.
Reading/ Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.		Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.		Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.		Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.		Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.		Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.		Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose		Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.		Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.		Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Classroom Assessment Task Rubrics

LDC classroom assessment tasks provide an option to use the template tasks to create assessments to measure student skills exhibited when asked to do a task independently. A classroom assessment task is designed for students to complete in one or two sittings and can be uses before or after a teaching task to gather evidence of what students can do on their own. The rubrics below are designed to support the classroom assessment approach.

LDC Classroom Assessment Rubric For Argumentation

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates weak use of reading material to develop argument.	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing.	Establishes a credible claim and supports an argument that is logical and generally convincing.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant.	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

LDC Classroom Assessment Task Rubric For Informational/Explanatory Writing

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses prompt with a focused response.
Reading/Research	Attempts to present information relevant to prompt.	Presents and applies relevant information with general accuracy.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.	Establishes a controlling idea that states the main purpose and/or question for the tasks.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic.	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task Rubric for Narrative Writing

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses the prompt and stays on task
Reading/Research	Demonstrates weak use of reading materials, interviews, and/or visual materials.	Demonstrates generally effective use of reading material, interviews, and/or visual material.
Controlling Idea	Narrative line or theme is not carried through the narrative.	Establishes a narrative line or theme that is carried through the narrative.
Development	Lacks descriptive elements that describe or relate experiences, individuals, and/or events. Attempts to employ narrative techniques to develop a factual or informative purpose. Lacks a satisfactory ending or conclusion.	Describes or relates with sufficient detail experiences, individuals, and/or events; employs some stylistic device to develop a sense of time, place, or character that illustrates a factual or informative purpose. Provides a conclusion or ending that follows from and/or reflects on the narrative.
Organization	Applies a weak narrative structure; composition is disconnected or rambling.	Applies a narrative structure that develops the storyline as a description or chronology.
Conventions	Demonstrates a weak command of standard English conventions or is unreadable; little or ineffective use of transitions.	Demonstrates a command of standard English conventions; generally makes transitions between sentences and paragraphs to connect ideas.