**During Design: Peer Evaluation Form Task Author’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FOCUS STANDARDS**

What reading standard will allow students to do the thinking work you want them to do with the content/texts you have already selected?

Can we find a reading standard that will focus and guide the way students interact with the texts to help them get to the final product?

What is the thinking work students will do to gain content from the texts? Which reading standard best reflects that thinking work?

What reading standard would take this task beyond paraphrasing or summarizing information from texts?

What aspect of writing do you want your students to focus on in this module, and which writing standard or substandard best represents that?

**TEMPLATE**

Which writing mode (argumentative, informational, explanatory) matches the type of writing your students will produce in response to the task?

What cognitive demand best matches the thinking process that you want your students to engage in for this task? If you’re not sure, let’s try writing the task with a few different cognitive demands and see which one is the best fit.

Does "reading" or "researching" fit the way you want your students to interact with text in this task? Remember that “reading” fits best when students are doing close study of one or two texts, while “researching” fits best when students are pulling information from a

wider variety of texts--even if they don’t search for those texts independently.

**DISCIPLINARY CONTENT**

What is the significance of the content to the discipline?

If your purpose is for students to understand multiple, sometimes competing perspectives (a complex, higher-thinking skill central to the discipline of social studies), does your content support them in doing so?

If your purpose is for your students to examine the difference between a theory and a fact (a complex, higher-order thinking skill central to the science disciplines), does your content support them in doing so?

If your purpose is for your students to analyze language, structural, and rhetorical choices (author's craft) to interpret texts (a literature (ELA) discipline-specific literacy standard skill), does your content support them in doing so?

**WRITING PRODUCT**

What are the products that are critical for your students to experience this school year? How does this task fit into your overall plan for student writing this year?

Remember that you need to provide support in your instructional ladder for the writing product - what products are worth spending time and instruction on in this discipline and grade level?

Why is this writing product suitable for this task?

What does selecting this writing product demonstrate about the purpose of this task?

How is this writing product relevant and central to the discipline?

Does this product provide the opportunity for students to demonstrate the thinking demands of the task? Think about the length, structure, tone, and audience you would expect in the product.

**TEXTS**

**If you still need to select texts:**

Thinking about the purpose of the task, what’s the most important thing to consider as we look for texts? The content? The perspective or source type?

What kind of text will allow students to do the work of the reading standard you have selected?

What level of challenge is right for your students? Do you need to think about providing texts at multiple reading levels or excerpting particularly long/complex texts?

**If you already have texts selected:**

Do the texts provide relevant and adequate content and evidence for fulfilling the demands of the task - while still requiring students to do independent thinking?

Do the text/s support the type of cognitive processing and writing found in the task?

Are the text/s broad or complex enough to support a wide variety of responses?

Are the text/s relevant and central to the discipline?