



LDC Task Template Collection Version 3.0



LDC Task Templates for Grades 6–12

COGNITIVE DEMAND	ARGUMENTATION	INFORMATIONAL/EXPLANATORY
<p>1 Definition</p>		<p>Task IE1: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you define ____ (concept or term) and explain ____ (content). Support your discussion with evidence from the text/s.</p>
<p>2 Description</p>		<p>Task IE2: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you describe ____ (content). Support your discussion with evidence from the text/s.</p>
<p>3 Explanation</p>		<p>Task IE3: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you explain ____ (content). Support your discussion with evidence from the texts.</p>
<p>4 Analysis</p>	<p>Task A4: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you argue ____ (content). Support your position with evidence from the text/s.</p>	<p>Task IE4: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you analyze ____ (content). Support your discussion with evidence from the text/s.</p>
<p>5 Comparison</p>	<p>Task A5: [Insert optional question] After (reading/researching) ____ (literary and/or informational text/s on ____ content), write ____ (product) in which you compare ____ (content) and argue ____ (content). Support your position with evidence from the text/s.</p>	<p>Task IE5: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you compare ____ (content). Support your discussion with evidence from the text/s.</p>
<p>6 Cause-Effect</p>	<p>Task A6: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you argue the cause/s of ____ (content) and explain the effect/s ____ (content). Support your position with evidence from the text/s.</p>	<p>Task IE6: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you examine cause/s of ____ (content) and explain the effect/s ____ (content). Support your discussion with evidence from the text/s.</p>
<p>7 Procedural-Sequential</p>		<p>Task IE7: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content),</p>



		write ____ (product) in which you relate how ____ (content). Support your discussion with evidence from the text/s.
8 Hypothesis-Experiment		Task IE8: [Insert optional question] After (reading/researching) ____ (informational text/s 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.
9 Evaluation	Task A9: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you discuss ____ (content) and evaluate ____ (content). Support your position with evidence from the text/s.	
10 Problem-Solution	Task A10: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify a problem ____ (content) and propose a solution. Support your position with evidence from the text/s.	

Rubrics for Scoring Student Responses to Teaching Tasks for Grades 6–12

The Argumentation Rubric and the Informational/Explanatory Rubric for Grades 6–12 Teaching Tasks are attached in the Appendix to *LDC Task Template Collection Version 3.0*.



Optional Demands for Adding Rigor to Teaching Tasks

Demands may be added to a teaching task to increase its rigor. You might choose to add either a single demand or multiple demands depending on your students' needs, grade level standards, or content. Additional demands can also be used as a mechanism to provide additional differentiation for individuals or groups with similar instructional needs.

- D1** Be sure to acknowledge competing views. (Use with Argumentation tasks.)
- D2** Give ___ examples from past or current ___ (events; issues) to illustrate and clarify your position.
- D3** What ___ (lesson/s, conclusion/s, implication/s) can you draw about ___ (content)?
- D4** In your discussion, address the credibility and origin of sources.
- D5** Identify any gaps or unanswered questions.
- D6** Include ___ (bibliography, citations, references, endnotes).
- D7** Include ___ (charts, tables, illustrations, and/or stylistic devices) to help convey your message to your readers.
- D8** Explain how ___ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) and ___ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) are ___ (connected or related).
- D9** Include a ___ (retelling, recounting, summary) in your response. (Use with K-1 and 2-5 tasks.)
- D10** Include ___ (specific or #) ___ (key detail/s or example/s) from the text/s in your response. (Use with K-1 and 2-5 tasks.)
- D11** Connect ___ (content) and ___ (content) in your response. (Use with K-1 and 2-5 tasks.)



Appendix: Argumentation Rubric for Grades 6–12 Teaching Tasks

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. D: Attempts to address additional demands 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, mechanics, language and tone. 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.



Appendix: Informational/Explanatory Rubric for Grades 6–12 Teaching Tasks

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. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.		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.