Articulated Assessment Transfer Task
Review Criteria

KEY TO RATINGS: 3 = *extensively*   2 = *somewhat*   1 = *not yet*

CRITERIA

1.	The task assesses recurring performances at targets across levels of learner engagement for vertical articulation with increased complexity.	3	2	1
2.	The task calls for transfer; applying learning flexibly, beyond knowledge to real-world, novel situations or contexts. The task is designed to solve problems and/or create products, not to simply recall or provide formulaic response.	3	2	1
3.	The task requires interdisciplinary content with 21st century skills: critical thinking, creativity, collaboration – not just a fact-based or rote answer.	3	2	1
4.	The task is framed within an "authentic" context: realistic purpose, a target audience, and relevance beyond the classroom, applicable to community, career, civic, or world readiness.	3	2	1
5.	The task addresses/assesses (inter)cultural perspectives, practices, and products relevant to the cultural communities and does not simply focus on surface features of a product or performance.	3	2	1
6.	The task integrates culturally authentic materials from various media across content areas for use within the modes of communication.	3	2	1
7.	The task generates specific PASS Can-Do statements indicating transferable skills beyond knowledge acquisition.	3	2	1

AATT Design Rubric

Criteria/Task	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Enduring Understandings	EUs are derived from **cultural perspectives and concepts relevant to the theme and topic.** Important, transferable ideas within and across) disciplines. Students will understand that…	EUs are derived largely from **cultural practices relevant to the theme and topic.** Important, transferable ideas within (and sometimes across) disciplines. Students will understand that…	EUs are **written like objective statements** (students will be able to) or as purpose or description of task.
Essential Questions	EQs are derived from the EU and direct learners to concepts of cultural perspectives and practices. EQs extend beyond curriculum and are transdisciplinary. **Recur over time and can and are revisited again and again over curriculum.**	EQs are derived from the EU and direct learners to concepts of cultural perspectives and practices. **EQs are open-ended and do not have a single, final, and correct answer. Can be limited to one discipline or unit.**	Written as focus questions answerable by the end of the period, lesson, or a few lessons. **Based on facts or recall of material.**
Context	Task is directed toward audience with relevance beyond the classroom, applicable to community, career, or global readiness. **Task suggests novel deliverable to solve problem or create product.**	Task is directed toward audience with relevance beyond the classroom, applicable to community or career. **Task suggests novel deliverable to solve problem or create product.**	Task is meaningful **only within classroom or school** context.
Authentic resources	Are based on rich, culturally appropriate material. Provide real-life examples of language used in everyday situations. **Are designed for native speakers of the language. Are engaging and encourage learning beyond current proficiency level.**	Are based on culturally appropriate materials. Show real-life situations. **Are in the target language. Are engaging and appropriate for designing tasks at any level.**	Are not based on authentic cultural materials or are **pedagogically prepared.** Do not show real-life situations. **Are not in the target language, have translations. Theme is not meaningful or appropriate for students.**
Interpretive Receptive tasks *Conception*	Instructions for tasks are clear. Tasks give students an opportunity to engage with material in a meaningful way with insightful evidence of **student comprehension, inference, and questioning.**	Instructions for tasks are clear. Provides opportunity for evidence of student **comprehension beyond recall/drill-mastery/discrete items.**	Task is not clear and does not provide evidence of student comprehension or are mostly **recall/drill-mastery/discrete items.**
Interpersonal Interactive tasks	Tasks **elicit spontaneous and/or improvised conversation between students related to the**	Tasks elicit **scaffolded or supported conversation between students but are still spontaneous and/or**	Tasks do not elicit spontaneous or improvised conversation between students. Do not relate to

Consensus	**authentic resources** in a meaningful way. No supports or scaffolds given.	**improvised.** Are related to authentic resources in a meaningful way.	authentic resources and are not meaningful. **Tasks rely on practiced or memorized sentences and turn taking.**
Presentational Productive tasks *Creation*	Tasks align with all modes using authentic context/resource. **Novel** tasks engage students in meaningful representation of language to create a written or spoken product for full creative transfer.	Presentational mode aligns with all modes using authentic context/resource. **Novel** tasks engage students to create a written or spoken product with supports and cues for near transfer.	Presentational mode partially aligns with the other modes using authentic context/resource. **Familiar** or previously assigned tasks of written or spoken product with no transfer.
Can-Do statements	Can-Do statements align with each proficiency target, are **specific to the task** and **reflect the performance and skill** required for the tasks.	Can-Do statements align with each proficiency target, are **specific to the task** and **reflect the performance** or skill required for the tasks.	Can-Do statements are not aligned with proficiency target or **are general and not specific to the task** or do not reflect the performance or skill required for the tasks.

National Council of State Supervisors of Foreign Language. (2017); National Standards Collaborative Board. (2015); Wiggins, G., & McTighe, J. (2005)

AATT Design Rubric developed by Dr. Elaine Margarita, Queens College Methods Instructor and retired district supervisor, Dr. Jennifer Eddy and QC World Language Candidates and Alumni.