# Performance Task Workshopping Protocol

## Using the Virginia Quality Criteria Tool

This protocol is designed for a pair (or small groups) to exchange feedback on fully drafted performance tasks, including all teacher directions, student-facing prompts, and task materials (e.g., readings). This experience should be warm and informal! The purpose is not to critique one another but to generate constructive feedback to support one another in improving your performance tasks.

The total cycle for ONE partner will take about 60 minutes. For both partners to receive feedback, you will need two hours. You will need: 1) completed task materials; 2) this protocol; and 3) note-taking method (could be written on a hard copy of the task itself or using an electronic commenting tool).

## Step 1. Presentation of Draft Task

(suggested time: 5 min)

Purpose: Partner B becomes familiar with an overview of Partner A’s draft performance task

* Partner A: Present your draft performance task, including the task materials (e.g., readings) and student-facing prompts, to your partner. If desired, you may pose a focusing question for feedback, or determine which domains of the Quality Criteria Tool you would like to focus on in reviewing the task.
* Partner B: You may take notes during this time, but you should remain silent during the presentation and hold all questions or comments for subsequent steps.

## Step 2. Read the task

(suggested time: 10 min)

Partners read the full draft of the performance task and pat attention to the details of the task.

## Step 3. Clarifying Questions

(suggested time: 5 min)

Purpose: Partner B seeks to better understand Partner A’s draft performance task

* Partner B: Ask clarifying questions to get any additional information that will help you understand your partner’s performance task. Remember, clarifying questions are matters of “fact” or, at this early stage in the development of tasks, matters of Partner A’s intentions for the task. Either way, be sure to stick with questions that clarify and do not judge or evaluate.
* Partner A: Respond to your partner’s clarifying questions and add any additional information you feel is relevant.

## Step 4: Virginia Quality Criteria Tool

Individually apply the Virginia Quality Criteria Tool to review the draft performance task. (Partner A may want to ask Partner B to focus on a few domains rather than the entire tool if time is short.) Both partners apply the Quality Criteria Tool and capture thoughts, questions, and constructive feedback on the tool. (20 minutes)

## Step 5: Likes and Wonders

(suggested time: 15 minutes)

Purpose: Partner A receives warm and cool feedback on the draft performance task

* Partner B: Share some initial, informal feedback on your partner’s draft task in the form of “Likes” (warm feedback) and “Wonders” (potential areas for improvement). Remember to be as specific and concrete as possible in your remarks.
* Partner A: You may take notes while your partner shares likes and wonders, but you should remain silent. You may remind your partner of any focusing questions for feedback, but you should not interrupt or respond directly to Partner B’s comments. You will get a chance to respond late – make sure you take notes!

## Step 6. Partner A Responds

Partner A responds to Partner B’s feedback and considers next steps. (suggested time: 5-10 minutes)

* What ideas or suggestions did you find helpful?
* What are your next steps for improving your performance task? Identify 1-3 specific stepf you will take to revise or refine your task.
* What ideas about quality performance task design are you taking away from this workshopping experience?

## [End here for 60 minute session.]

## Step 7. Switch and Repeat

Switch partners and repeat steps 1-3, with Partner B as the presenter.