

QUALITY PERFORMANCE TASKS AND PROJECTS

THE RRA QUALITY CHECKLIST



The **Rigor-Relevance-Agency** Quality Checklist or “RRA” is a checklist for assessing the quality of a performance task or project. Tasks and projects that meet these three key dimensions will **support equitable access to high quality learner-centered curriculum that is personalized and competency-based**. Note that not every task or project, especially shorter ones, will meet every indicator; however, over time, students should experience tasks or projects that meet *all* of the [RRA qualities](#).

RIGOR

- ❑ The performance task (PT) **gives learners the opportunity to demonstrate evidence to meet the target performance level of one or more competencies or skills** that align to college, career, and/or civic readiness expectations
- ❑ The PT **involves the application of higher-order thinking skills** to an authentic problem or task tailored to a specific audience and purpose
- ❑ The task is open-ended, involving either **multiple solutions** or **multiple paths** to the product
- ❑ A **quality rubric or learning progression** sets clear performance expectations upfront, ensuring a way to measure growth
- ❑ The **scope and complexity** of the PT/project allows sufficient opportunities for new and rigorous learning, practice with feedback, and revision

RELEVANCE

- ❑ The PT/project is framed with an **engaging, relevant question, issue, or problem** with **importance for a local, regional, or global community** to inspire interest and inquiry, promote critical reflection, and clarify the value of the learning outcomes to the learner
- ❑ The PT/project creates space for student **inquiry to explore their own interests and questions** about the content, skills, and strategies they are learning in modalities that support their needs as learners
- ❑ The learning materials **avoid built-in bias, explore multiple perspectives, and affirm learners' social identities** and cultural references, including those that may often go unrecognized or unacknowledged
- ❑ Opportunities are embedded for **collaborative learning** and/or supports in response to learner needs

AGENCY

- ❑ The PT/project **learning arc** uses a consistent **research-based structure** to prompt metacognition, support self-regulated learning, and reduce cognitive load
- ❑ **Clear observable criteria, rubrics, and expectations** are accessible upfront to equip students to monitor and drive their own learning
- ❑ Opportunities for **meaningful student choice** are present throughout the PT/project
- ❑ **The PT/project pathway builds toward the final product**, positioning learners as developing experts and helping them build, revise, and grow their schema
- ❑ Built-in scaffolding and accommodations ensure **access through multiple entry points** for diverse learner needs
- ❑ Learning experiences prompt metacognition, supporting structured opportunities for students to **plan, set goals, monitor, self- and peer-assess, get feedback, and reflect** individually and with others throughout the process
- ❑ Skill-building is embedded to **critically analyze, question assumptions, and disrupt biased and racist narratives** within resources, learning materials, and canons that represent the status quo