The "RRA Test" is a checklist for assessing the quality of a performance task along three key dimensions: rigor, relevance, and agency. Indicators marked with #EPT apply to *embedded* performance tasks, but may not apply to *short* performance tasks.

RIGOR	RELEVANCE	AGENCY
❏ The performance task (PT) **gives learners the opportunity to showcase one or more competencies or skills** that align to college, career, and/or civic readiness expectations	❏ The topic, issue, or inquiry frame explored through the PT **has importance for a local, regional, or global community**	❏ All PT-related **materials are clear, well-organized, and accessible** to learners at the unit's beginning so those who are ready can accelerate
❏ The PT **involves the application of higher-order thinking skills** to an authentic problem or task that is found in the world, tailored to a specific audience and purpose	❏ The topic, issue, or inquiry frame explored through the PT is **highly interesting to learners**, either because it connects to learners' individual interests/values, and/or because it is purposefully presented in a way that creates situational interest for learners	❏ **A quality rubric or continuum** sets clear performance expectations upfront, ensuring a way to measure or capture growth
❏ For Math PTs, the PT requires students to demonstrate all three components of rigor: **conceptual understanding**, **procedural skills**, and **application.**	❏ The PT and accompanying learning materials **avoid built-in bias**, enable exploration of **multiple perspectives or methods**, and can be presented in a way that affirms learners' social identities and cultural references.	❏ **#EPT:** Meaningful opportunities for **student choice** are present
❏ The solution is open-ended, involving either **multiple solutions** or **multiple paths** to the solution	❏ **#EPT**: Opportunities are embedded for **collaborative learning** (structured pair/group activities and discussion)	❏ Built-in scaffolding (appropriate text levels, skill-building activities, process tools) and accommodations ensure **access through multiple entry points** for diverse learner needs
❏ The number of **opportunities for conferencing and feedback** corresponds to task scope/complexity		❏ **#EPT:** Formative assessments ("formative tasks" or checkpoints) build toward the final product
❏ The **scope and complexity** of the PT is reasonable for the time and learner supports available		❏ Materials prompt metacognition, supporting structured opportunities for students to **self-assess, peer-assess and reflect** individually and with others throughout the process

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