

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Are your criteria <b>task neutral</b> ?	<p>lists tasks or elements specific to this assessment</p> <p>ex: Analyzes the Articles of Confederation and Constitution for similarities and differences</p>	<p>can be applied to a variety of assessments and tasks</p> <p>ex: Analyzes primary sources documents independently and in relation to other primary source documents</p>
Does the criteria use a <b>clear taxonomy of thinking skills</b> ? Does the <b>level of thinking expressed in the “meets” match that of the Performance Indicator</b> ?	<p>uses verbs not included on taxonomies of thinking (such as understands)</p> <p>uses verbs from different level of thinking than that of the Performance Indicator to describe “meets” work</p>	<p>applies the levels of thinking in a chosen taxonomy (Bloom’s, Webb’s, etc.) consistently</p>
Have you included <b>all elements of the Performance Indicator</b> ?	<p>leaves out elements of the Performance Indicator</p>	<p>includes all elements of the Performance Indicator</p>
Does the criteria describe <b>complexity and quality</b> rather than frequency?	<p>emphasizes only frequency rather than cognitive demand</p> <p>ex: criteria include use of rarely, never, frequently, 1,2,3, etc.</p>	<p>describes what a student knows and is able to do at each level of proficiency</p>
Does the criteria <b>describe the complexity and quality positively</b> ?	<p>at “partially meets” or “does not meet” levels, describes only deficiencies in student work rather than what a student can do.</p>	<p>describes what a student includes and does at each level of proficiency</p>