

# Design Guide

## Scoring Criteria



### Traits of Scoring Criteria

### Weaker Statements

### Stronger Statements

Are your criteria **task neutral**?

Lists tasks or elements specific to this assessment.

Can be applied to a variety of tasks and assessments.

Example: Analyzes the Articles of Confederation and Constitution for similarities and differences can be applied to a variety of assessments and tasks.

Example: Analyzes primary sources documents independently and in relation to other primary source documents.

Does the criteria use a **clear taxonomy of thinking skills**? Does the **level of thinking expressed in the “meets” match that of the Performance Indicator**?

Uses verbs not included on taxonomies of thinking (such as understands).

Applies the levels of thinking in a chosen taxonomy (Bloom’s, Webb’s, etc.) consistently.

Uses verbs from different level of thinking than that of the Performance Indicator to describe “meets” work.

Have you included **all elements of the Performance Indicator**?

Leaves out elements of the Performance Indicator.

Includes all elements of the Performance Indicator.

Does the criteria describe **complexity and quality** rather than frequency?

Emphasizes only frequency rather than cognitive demand.

Describes what a student knows and is able to do at each level of mastery.

Example: Criteria include use of rarely, never, frequently or 1,2,3, etc.

Does the criteria **describe the complexity and quality positively**?

At “partially meets” or “does not meet” levels, describes only deficiencies in student work rather than what a student can do.

Describes what a student includes and does at each level of mastery.

