



ASSESSMENT LITERACY: FROM PERFORMANCE INDICATORS TO SCORING CRITERIA

Samples of Scoring Criteria

From a social studies classroom:

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to read and evaluate credible and sufficient materials and resources. (CCSS.ELA-Literacy.RH.11-12.2; CCSS.ELA-Literacy.RH.11-12.3; CCSS.ELA-Literacy.WHST.11-12.8)	I can identify the main idea and supporting details of materials and resources.	I can summarize the main idea from materials and resources.	I can analyze relevant materials and resources to draw evidence in support of a claim.	I can determine where the text leaves matters uncertain based on author's purpose.

From an art classroom:

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to evaluate the features of composition in the artistic discipline	I can name the features of a composition	I can explain the features of a composition	I can judge the quality of the features an artist uses in an original or adapted work using appropriate terminology.	I can use appropriate terminology to propose a way to improve a composition by modifying its features, and I can defend my proposal.



ASSESSMENT LITERACY: FROM PERFORMANCE INDICATORS TO SCORING CRITERIA

Samples of Scoring Criteria

From a World Languages classroom:

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
2. Students will apply comprehension strategies to interpret text.	I can make use of visual supports to make sense of text.	I can utilize skimming and scanning skills to make sense of text.	I can use context clues to predict and to make sense of text.	I can use grammatical structures to make sense of text.

From an English classroom:

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	The writer includes few basic facts. The quotes or examples chosen connect poorly with the claim, do not support the claim or indicate misunderstanding of the sources or texts.	The writer selects broad examples, well-known facts, or generalizations to support the claim.	The writer discriminates to support his/her claim with relevant facts, concrete details, quotations, or other information and examples. The writer makes some decisions about how to organize the evidence.	The writer discriminates to support his/her claim with facts, concrete details, quotations, or other information and examples which fully support the claim and may indicate sophisticated research. Evidence is organized in a logical or creative way that strengthens the argument.