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 define "features of composition" but cannot identify any in a piece of work.	I have not identified any features of composition or the ones I have identified are incorrect.	I can correctly identify three features of composition in a piece of work that I have not seen before.	I can correctly identify and judge the quality of features in a composition in a piece of work that I have not seen before.

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

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 use visual supports to make sense of text.	I can use skimming and scanning skills to make sense of text.	I can use context clues 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.