Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Is your criteria **task neutral**?	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary source documents independently and in relation to other primary source documents
Do 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) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
Have you included **all elements of the Performance Indicator**?	leaves out elements of the Performance Indicator	includes all elements of the Performance Indicator
Do the criteria describe **complexity and quality** rather than frequency?	emphasizes only frequency rather than cognitive demand ex: criteria include use of rarely, never, frequently, 1,2,3, etc.	describes what a student knows and is able to do at each level of proficiency
Do 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 proficiency