

Research: Feedback on Scoring Criteria Samples

Note about samples: Excerpts of sample scoring criteria come from the following sources: "VT" - Vermont Transferable Skills; "NH" - New Haven, CT; "GSP" - Great Schools Partnership; "HC" - Henry County, GA

Feedback Questions:

1. How well does the sample criteria **align** with the Performance Indicator?
2. Does the **level of thinking** expressed in the "meets" match that of the Performance Indicator?
3. Based on your "What Can I Do / What Do I Need to Know" chart, which samples **include essential elements** of the Performance Indicator? What elements of the Performance Indicator are **missing**?
4. Is the language **clear**? Is the language **friendly** to students, teachers and the community?

Performance Indicators (Click or scroll down to see sample Scoring Criteria.)

1. [Analyze the relevance, bias, and usefulness of information.](#)
2. [Use and adapt appropriate research tools, including but not limited to technology and digital media, to access information.](#)
3. [Organize information from multiple sources.](#)
4. [Compare and synthesize information from multiple sources and/or disciplines to draw conclusions or make claims.](#)
5. [Develop questions that can guide further learning.](#)
6. [Select and use strong evidence and reasoning to justify claims or conclusions.](#)

Add your name here after giving feedback, so we know you've had a chance to weigh in:

#1 Analyze the relevance, bias, and usefulness of information.

| Does Not Meet | Partially Meets | Meets *This column should match the cognitive demand of the Performance Indicator.* | Exceeds |
|--|--|--|--|
| <p>Student can..</p> <p>NH: -use predetermined questions to identify perspective in sources.</p> <p>GSP: -identify information from multiple sources to address questions or challenges.</p> | <p>Student can...</p> <p>NH: -Identify main ideas in multiple sources, -identify prominent perspectives and assumptions in sources. -Categorize sources based on analysis and determine which are useful.</p> | <p>Student can..</p> <p>NH: -Compare and contrast multiple sources to identify similarities and differences -identify and assess the influence of perspectives and assumptions in multiple sources on interpretation of events -apply analysis of sources to determine usefulness and validity.</p> <p>GSP: -evaluate the bias and accuracy of multiple and varied sources such as primary sources, articles, observations, interviews, images, or visual data displays;</p> | <p>Student can..</p> <p>NH: -synthesize multiple sources to identify significant similarities and differences. -analyze the intentional or unintentional influence of perspectives and assumptions in sources -apply analysis of sources to identify most useful and valid information.</p> <p>GSP: -identify areas where your analysis would benefit from additional information; -seek out additional academic sources and/or hard-to-find primary sources; -analyze the interrelationships among or between concepts in a clear and concise way to frame original questions or draw thoughtful conclusions</p> |
| <p>“Does Not Meet” Feedback or Suggestions:</p> | <p>“Partially Meets” Feedback or Suggestions:</p> | <p>“Meets” Feedback or Suggestions:</p> | <p>“Exceeds” Feedback or Suggestions:</p> <p>I’m confused about the way the term synthesize is used here. You are not creating/producing but rather analyzing or reviewing right?</p> <ul style="list-style-type: none"> - synthesis in this context is to look at multiple sources and pull out the common themes- doesn't have to be written or a new product, but can be evident in a written portion of a product- it is a term to indicate a deeper iteration of compare/contrast to find similarities. |

General WARM feedback on sample scoring criteria for indicator #1:

The progression across the continuum seems like a nice flow

General COOL feedback on sample scoring criteria for indicator #1:

#2 Use and adapt appropriate research tools, including but not limited to technology and digital media, to access information.

| Does Not Meet | Partially Meets | Meets *This column should match the cognitive demand of the Performance Indicator.* | Exceeds |
|--|--|--|--|
| <p>Student can...</p> <p>NH: -use predetermined questions to identify key information/main idea,</p> <p>VT: identify digital or physical tools that could be used to...</p> <p>GSP: -identify information from multiple sources to address questions or challenges.</p> | <p>Student can...</p> <p>GSP: -take notes from my sources, prioritizing relevant information; -summarize information from multiple and varied sources.</p> <p>VT: identify a range of appropriate tools to...</p> | <p>Student can...</p> <p>NH: select relevant evidence from multiple and varied sources.</p> <p>VT: -evaluate multiple tools to...; -use the selected tool to ...; -articulate and/or explain why the tool was or was not the best choice.</p> | <p>Student can...</p> <p>NH: synthesize and select most relevant and reliable evidence from multiple and varied sources.</p> <p>VT: be creative and innovative in my selection and use of tool VT: seek out and learn about new tools that are very well-suited to the problem, or adapt a tool to fit my needs.</p> <p>VT: Use technology, including digital technology, to organize, analyze, and synthesize information.</p> |
| <p>“Does Not Meet” Feedback:</p> | <p>“Partially Meets” Feedback:</p> | <p>“Meets” Feedback::</p> <p>I really like the “articulate and explain” part of the VT sample!!</p> | <p>“Exceeds” Feedback:</p> |

General WARM feedback on sample scoring criteria for indicator #2:
I think the meets category for NH does go along with use appropriate research tools.

General COOL feedback on sample scoring criteria for indicator #2:

#4 Compare and synthesize information from multiple sources and/or disciplines to draw conclusions or make claims.

| Does Not Meet | Partially Meets | Meets <i>*This column should match the cognitive demand of the Performance Indicator.*</i> | Exceeds |
|---|---|--|---|
| <p>Student can...</p> <p>HC: The student's idea represents a basic concept</p> <p>GSP: identify information from multiple sources to address questions or challenges.</p> <p>VT: Extract information from multiple and varied sources.</p> | <p>Student can...</p> <p>HC: The student's ideas represent concepts from the same or similar contexts or disciplines.</p> <p>GSP: identify connections between what I learn in different disciplines and real-life situations.</p> <p>GSP: take notes from my sources, prioritizing relevant information; - summarize information from multiple and varied sources.</p> <p>VT: Describe and summarize information from multiple and varied sources.</p> | <p>Student can...</p> <p>NH: summarize information from multiple sources.</p> <p>HC: The student's ideas compare concepts from different contexts or disciplines.</p> <p>HC: observe, evaluate, and synthesize situations to define problems, using data from a variety of sources to reason abstractly and quantitatively, to identify patterns, trends, and relationships, to accomplish goals</p> <p>GSP: apply knowledge from other disciplines and experiences to; • analyze real-life situations, data, patterns, texts, artifacts, or other products.</p> <p>GSP: -evaluate the bias and accuracy of multiple and varied sources such as primary sources, articles, observations, interviews, images, or visual data displays; -analyze the interrelationships among or between concepts and synthesize information in a clear and concise way.</p> | <p>Student can...</p> <p>NH: identify related information from multiple sources.</p> <p>HC: The student's ideas connect a variety of concepts from different contexts or disciplines.</p> <p>HC: analyze situations, data, and patterns to create unique responses and applications in established and new contexts.</p> <p>GSP: apply knowledge from a range of disciplines and experiences to; • synthesize information about real-life situations, data, patterns, texts, artifacts, or other products; • predict outcomes in complex real-life systems.</p> <p>GSP: identify areas where your analysis would benefit from additional information; • seek out additional academic sources and/or hard-to-find primary sources; • analyze the interrelationships among or between concepts in a clear and concise way to frame original questions or draw thoughtful conclusions.</p> <p>VT: • Draw conclusions based on information from multiple sources; Or</p> |

#5 Develop questions that can guide further learning.

| Does Not Meet | Partially Meets | Meets *This column should match the cognitive demand of the Performance Indicator.* | Exceeds |
|--|---|---|--|
| Student can... | Student can... | Student can... | <p>Student can...</p> <p>VT: identify areas where your analysis would benefit from additional information; • seek out additional academic sources and/or hard-to-find primary sources; • analyze the interrelationships among or between concepts in a clear and concise way to frame original questions</p> <p>GSP: identify areas where your analysis would benefit from additional information; • seek out additional academic sources and/or hard-to-find primary sources; • analyze the interrelationships among or between concepts in a clear and concise way to frame original questions or draw thoughtful conclusions.</p> |
| <p>“Does Not Meet” Feedback:</p> <p>(ask questions and find answers within one or more texts)</p> | <p>“Partially Meets” Feedback:</p> <p>(ask questions and infer answers from one or more texts)</p> | <p>“Meets” Feedback::</p> <p>(ask open ended/rigorous questions and synthesize information from multiple sources to infer the answers</p> <p>Use answers from questions to ask follow up questions)</p> | <p>“Exceeds” Feedback:</p> |
| <p>General WARM feedback on sample scoring criteria for indicator #5:</p> | | | |

General COOL feedback on sample scoring criteria for indicator #5:

#6 Select and use strong evidence and reasoning to justify claims or conclusions.

| Does Not Meet | Partially Meets | Meets *This column should match the cognitive demand of the Performance Indicator.* | Exceeds |
|---|---|---|--|
| Student can... VT: Use information from several sources to generate a claim. | Student can... VT: Include information from several sources to support a claim with reasoning. | Student can... Vt: Use valid and reliable evidence to support a claim and develop a well-reasoned argument. | Student can... VT: Critique the reasoning and the supporting evidence for an argument to determine its credibility; Or Create alternative evidence that expands upon proficient. |
| “Does Not Meet” Feedback: | “Partially Meets” Feedback: | “Meets” Feedback:: Should identifying and critiquing evidence for the contrary argument be here or under exceeds? | “Exceeds” Feedback: |

General warm feedback on sample scoring criteria for indicator #6:

General cool feedback on sample scoring criteria for indicator #6:

