



NESSC LEAGUE OF INNOVATIVE SCHOOLS

SAMPLE SCORING CRITERIA

Content Area - Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
<p>Social Studies</p> <p>Students will be able to evaluate the degree of influence the individual has in the decision making process in a political system.</p>	I can identify the impact that the individual has in the decision making of our local, state, and federal governments.	I can explain the impact that the individual citizen has in the decision making of our local, state, and federal governments.	I can determine the extent of influence that the individual citizen has in the decision making of our local, state, and federal governments.	I can determine the extent of influence that the individual citizen has on the decision making of our local, state, and federal governments, while also being able to predict the impact/consequences of the action.
<p>ELA</p> <p>Students will select and synthesize information in order to develop a claim, argument or idea that relies on valid reasoning and relevant and sufficient evidence.</p>	I can select information relevant to a topic.	I can use information relevant to a topic to identify a position or idea.	I can prioritize relevant information to support a perspective.	I can justify a perspective by acknowledging opposing perspectives.
<p>ELA</p> <p>Students will organize their writing using transitions so that elements develop and conclude.</p>	I can use transition words and phrases to link the relationships between ideas and concepts.	I can make use of words, phrases, and clauses to connect and develop relationships between ideas and concepts.	I can select words, phrases and clauses to create cohesion, clarify relationships, and prioritize ideas and concepts.	I can adapt phrases and clauses to maximize the clarity of the ideas and concepts resulting in a coherent whole.

Content Area / Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
Science Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	I can describe the impact of human activity on the environment and biodiversity.	I can describe the impact of human activity on the environment and biodiversity, and identify possible solutions.	I can assess the impact of human activity on the environment and biodiversity, and propose a refined solution.	I can assess the impact of human activity on the environment and biodiversity, and evaluate the suitability of different solutions.
ELA Students will select and synthesize information in order to develop a claim, argument or idea that relies on valid reasoning and relevant and sufficient evidence.	I can select information relevant to a topic.	I can use information relevant to a topic to identify a position or idea.	I can prioritize relevant information to support a perspective.	I can justify a perspective by acknowledging opposing perspectives.
ELA Students will organize their writing using transitions so that elements develop and conclude.	I can use transition words and phrases to link the relationships between ideas and concepts.	I can make use of words, phrases, and clauses to connect and develop relationships between ideas and concepts.	I can select words, phrases and clauses to create cohesion, clarify relationships, and prioritize ideas and concepts.	I can adapt phrases and clauses to maximize the clarity of the ideas and concepts resulting in a coherent whole.
ELA Students will adopt the conventions of standard English.	I can identify conventions of standard English in a text.	I can identify errors in capitalization, punctuation, and spelling in my own work.	I can use the conventions of standard English capitalization, punctuation, and spelling.	I can use the conventions of standard English capitalization, punctuation and spelling to add interest to my writing.