

## Design Criteria Charts- Content Area Graduation Standards & Performance Indicators

<b>Design Criteria Chart: Determining Content Area Graduation Standards*</b>		
<b>Criteria</b>	<b>Stronger Statement</b>	<b>Weaker Statement</b>
<p><b>Relevance to Content Area</b> <i>To what extent does this statement align with national &amp; state standards and is it at the heart of understanding the content area?</i></p>	<ul style="list-style-type: none"> <li>• Aligns with national, state, and/or local standards/frameworks; may combine or cluster several standards into one graduation standard.</li> <li>• States in clear, descriptive way what is important in understanding the content area.</li> </ul>	<ul style="list-style-type: none"> <li>• Is either too abstract or too specific in its content area focus.</li> <li>• Is so detailed in language that it obscures the connection to higher concepts.</li> </ul>
<p><b>Enduring Concepts</b> <i>To what extent does this statement provide students with knowledge &amp; skills that will be of value beyond a particular point in time (i.e., test, unit)?</i></p>	<ul style="list-style-type: none"> <li>• Requires students to develop an understanding of relationships between or among principles, theories and/or concepts.</li> <li>• Requires students to develop skills that will endure throughout a student’s academic career and professional and civic life.</li> </ul>	<ul style="list-style-type: none"> <li>• Is limited to the scope and sequence of a textbook, program, or resource.</li> <li>• Focus on content is factual in nature without connection to the concepts and enduring skills of the content area.</li> </ul>
<p><b>Leverage for Learning</b> <i>Will this provide knowledge and skills that will be of use in multiple disciplines?</i></p>	<ul style="list-style-type: none"> <li>• Includes skills and knowledge that are transferable across content areas and have real-life connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Is based on topics applicable only to one course or content area.</li> </ul>
<p><b>Cognitive Demand</b> <i>What depth of knowledge does this statement promote? Are the cognitive verbs measurable?</i></p>	<ul style="list-style-type: none"> <li>• Demands higher order thinking on Bloom’s or Marzano’s Taxonomy, or Webb’s Depth of Knowledge.</li> <li>• Promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.</li> <li>• Uses cognitive verbs that are measurable.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks for rote thinking or basic recall; lacks opportunities to apply knowledge.</li> <li>• Requires engagement of mental practices such as identifying, defining, summarizing, or listing.</li> <li>• Lacks description of what is to be measured or the cognitive verb cannot be clearly measured (i.e., “understand”).</li> </ul>

\* Based on the work of Doug Reeves, Larry Ainsworth and New Hampshire DOE Course Level Competency Validation Rubric



**Design Criteria Chart:  
Determining Performance Indicators**

<b>Criteria</b>	<b>Stronger Statement</b>	<b>Weaker Statement</b>
<p><b>Connection to Graduation Standard</b> <i>To what extent does this statement align with the identified graduation standard?</i></p>	<ul style="list-style-type: none"> <li>• Describes or defines what students need to know and be able to do to demonstrate mastery of a content area graduation standard.</li> <li>• Uses verbs that represent the same level of knowledge and skills as verbs in graduation standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Is either too abstract or too specific in its connection to the content area graduation standard.</li> <li>• Is so detailed in language that it obscures the connection to graduation standard.</li> </ul>
<p><b>Enduring Understandings</b> <i>To what extent does this statement provide students with knowledge &amp; skills that will be of value beyond a particular point in time (i.e., test, unit)?</i></p>	<ul style="list-style-type: none"> <li>• Is focused on important ideas or core processes that are central to the content area, transferrable to new situations, and have lasting value beyond the classroom.</li> <li>• Answers the question, “What do we want students to understand and be able to use several years from now, after they have forgotten the details?”</li> </ul>	<ul style="list-style-type: none"> <li>• Is limited to the scope and sequence of a textbook, program, or resource.</li> <li>• Is focused on knowledge and skill unique to a particular unit.</li> <li>• Is “nice to know” but not essential for the next grade or level of instruction.</li> </ul>
<p><b>Cognitive Demand</b> <i>What depth of knowledge does this statement promote?</i>  <i>Are the cognitive verbs measurable?</i></p>	<ul style="list-style-type: none"> <li>• Demands complexity beyond recall of information.</li> <li>• Requires higher order thinking on Bloom’s or Marzano’s Taxonomy, or Webb’s Depth of Knowledge.</li> <li>• Promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.</li> <li>• Is measurable.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks for rote thinking or basic recall; lacks opportunities to apply knowledge.</li> <li>• Asks students to show what they know in ways that limit their conceptual knowledge.</li> <li>• Requires engagement of mental practices such as identifying, defining, summarizing, listing or recognizing.</li> </ul>
<p><b>Relative to Assessment</b> <i>To what extent does the statement promote opportunities for students to demonstrate evidence of learning through a range of formative and summative assessments, including performance assessments?</i></p>	<ul style="list-style-type: none"> <li>• Helps define what is to be measured.</li> <li>• Demands complexity beyond recall of information.</li> <li>• Promotes either multiple or varied opportunities to demonstrate evidence of learning, particularly through performance assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Implies limited opportunities to demonstrate evidence of learning.</li> <li>• Lacks description of what is to be measured.</li> <li>• Limits evidence of learning to recall.</li> <li>• Defines single task or activity as demonstration of proficiency.</li> </ul>

