## Design Criteria Chart
### Defining Performance Indicators for Content-Area Graduation Standards

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
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</thead>
</table>
| **Graduation-Standard Alignment**     | • Are either too abstract (and therefore cannot be measured) or too specific (and therefore fail to address broadly applicable content-area skills and knowledge)  
• Are so detailed that they obscure their connection to the graduation standard | • Describe and define what students need to know and be able to do to demonstrate proficiency in and achievement of the content-area graduation standard  
• Use precise, descriptive language that clearly communicates what is essential to achieving the graduation standard |
| **Enduring Knowledge**                | • Are limited to the scope and sequence of a specific textbook, resource, or program  
• Describe only knowledge and skills that are relevant or unique to a specific unit  
• Are “nice to know” but not essential for students to learn if they are going to succeed in next unit, course, or grade level. | • Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives.  
• Answers the question: “What do we want students to remember, understand, and be able to do several years from now, perhaps long after they have forgotten the details?” |
| **Cognitive Demand**                  | • Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing  
• Do not encourage the application of knowledge to diverse or novel problems and situations | • Require students to demonstrate higher-order cognitive skills, such as those described in the Revised Bloom’s Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge  
• Promote deeper comprehension of content and the acquisition of transferable skills such as reasoning, planning, interpreting, hypothesizing, investigating, or explaining  
• Are measurable |
| **Assessment Facilitation**           | • Suggest only limited options for assessing and demonstrating learning  
• Fail to describe in precise and understandable language what will be measured  
• Focus narrowly on factual recall and rote skills  
• Suggest that a single task or activity can be considered a valid demonstration of proficiency | • Help define the specific knowledge and skills that will be assessed and measured  
• Promote the assessment of deeper content comprehension and the acquisition of transferable skills  
• Promote multiple and varied options for students to demonstrate evidence of learning, particularly through performance assessments and body-of-evidence strategies such as portfolios |

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1Based on the work of Larry Ainsworth, Doug Reeves, and New Hampshire Department of Education’s Course Level Competency Validation Rubric.

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