

## Design Guide for Performance Indicators

Districts should define 5-10 indicators per standard, which together will allow a school/district to determine students' proficiency on that standard. Indicators should be specific enough to be measurable at a grade span or course level, while as a set, allow multiple pathways for students to demonstrate proficiency.

Criteria	Weaker Statements	Stronger Statements
<p><b>ALIGNMENT</b></p> <p>To what extent do the statements align with and describe the essential skills within the relevant graduation standard?</p>	<ul style="list-style-type: none"> <li>Individually, define knowledge and skills which are not essential to the graduation standard;</li> <li>Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard.</li> </ul>	<ul style="list-style-type: none"> <li>Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard;</li> <li>Taken together, the indicators define the essential skills and knowledge within the graduation standard.</li> </ul>
<p><b>TRANSFER</b></p> <p>Do the statements describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?</p>	<ul style="list-style-type: none"> <li>Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program;</li> <li>Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills.</li> <li>Are “nice to know” but not essential for students to learn if they are going to succeed in the next unit, course, or grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Require students to develop an understanding of relationships among principles, theories, and/or concepts;</li> <li>Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives.</li> <li>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?”</li> </ul>

Criteria	Weaker Statements	Stronger Statements
<p><b>COGNITIVE DEMAND</b></p> <p>Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?</p>	<ul style="list-style-type: none"> <li>Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing;</li> <li>Do not require the application of knowledge to diverse or novel problems, texts, or situations.</li> </ul>	<ul style="list-style-type: none"> <li>Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating;</li> <li>Require the application of knowledge to diverse or novel problems, texts, or situations.</li> </ul>
<p><b>ASSESSMENT FACILITATION</b></p> <p>Are the statements measurable? To what extent does the statement encourage multiple and varied types of assessment?</p>	<ul style="list-style-type: none"> <li>Fail to describe in precise and understandable language what will be measured;</li> <li>Are so discrete and numerous that it would be unmanageable for a teacher to grade and track all of them, or to support complex reasoning / higher order thinking.</li> <li>Suggest that a single task or activity can be considered a valid demonstration of proficiency.</li> <li>Are so complex that the details associated within the indicator are unmanageable and challenging to assess as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Help define the specific knowledge and skills that will be assessed and measured;</li> <li>Are detailed enough to give the student helpful direction;</li> <li>Are more fine-grained than graduation standards, but broad enough to be assessed with a complex summative assessment task;</li> <li>Allow for multiple and varied options for students to demonstrate evidence of learning.</li> </ul>

