## 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.

<table>
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<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
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| **Alignment**                   | • Individually, define knowledge and skills which are not essential to the graduation standard;  
                                   • Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard. | • Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard;  
                                   • Taken together, the indicators define the essential skills and knowledge within the graduation standard. |
| **Transfer**                    | • Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program;  
                                   • Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills.  
                                   • 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. | • Require students to develop an understanding of relationships among principles, theories, and/or concepts;  
                                   • 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 require the application of knowledge to diverse or novel problems, texts, or situations. | • Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating;  
                                   • Require the application of knowledge to diverse or novel problems, texts, or situations. |
| **Assessment Facilitation**     | • Fail to describe in precise and understandable language what will be measured; | • Help define the specific knowledge and skills that will be assessed and measured; |
| measurable? To what extent does the statement encourage multiple and varied types of assessment? | ● 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.  
● Suggest that a single task or activity can be considered a valid demonstration of proficiency.  
● Are so complex that the details associated within the indicator are unmanageable and challenging to assess as a whole. | ● Are detailed enough to give the student helpful direction;  
● Are more fine-grained than graduation standards, but broad enough to be assessed with a complex summative assessment task;  
● Allow for multiple and varied options for students to demonstrate evidence of learning. |