

Design Guide for Performance Indicators

DRAFT SEPTEMBER 2015

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
Alignment <i>To what extent do the statements align with and describe the essential skills within the relevant graduation standard?</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>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?</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>Are the statements</i>	<ul style="list-style-type: none"> Fail to describe in precise and understandable language what will be measured; 	<ul style="list-style-type: none"> Help define the specific knowledge and skills that will be assessed and measured;



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<p><i>measurable? To what extent does the statement encourage multiple and varied types of assessment?</i></p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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