

# Protocol

## Developing Performance Indicators

### PURPOSE

To identify 5–10 performance indicators for each content area graduation standard

### TIME

3–4 hours

### ROLES

Facilitator, timekeeper, notetaker

### MATERIALS

- A. Proficiency-Based Learning Simplified graphic
- B. Locally developed content-area graduation standards
- C. National- and state-level standards documents
- D. Sample graduation standards and performance indicators for the content area
- E. Cognitive taxonomies (e.g., Revised Bloom's Taxonomy, Marzano's New Taxonomy, or Webb's Depth of Knowledge)
- F. Design Criteria Chart
- G. Chart paper and markers or projector and laptop(s)

### PROCESS:

- A. Review your locally developed content-area graduation standards to confirm agreement on the content and language. Review the Proficiency-Based Learning Simplified graphic to clarify for the group that the focus of this session is at the Performance Indicator level. Then, determine how this phase of the process will be conducted. It can be done in small groups whereby each group works on one content-area graduation standard and aligns the supporting performance indicators to that graduation standard. It can also be done collectively. (15 min.)
- B. Review the Design Criteria Chart independently and then discuss as a group. (15 min.)
- C. Using national and/or state standards documents in a specific content area, reviewers should mark performance indicators that they believe are essential components of the particular graduation standard they are working on. It is appropriate to reference the sample set of performance indicators available by content area. Reviewers should feel free to combine or revise performance indicators for clarity and proper alignment to the relevant graduation standard. Special attention should be paid to aligning the cognitive verbs of performance indicators with those of the graduation standard. Refer to one of the cognitive taxonomy reference tools. (60 min.)
- D. Share the identified performance indicators in round robin fashion until all possible performance indicators for the relevant graduation standard have been stated. Write the proposed performance indicators on chart paper, project for the group to view, or view within a shared online document. (10–15 min.)
- E. If there are more than ten performance indicators, discuss as a group any that do not meet one or more criteria for performance indicators as suggested in the Design Criteria Chart. Could any of the performance indicators be combined without losing meaning and value? Eliminations from the list should be discussed and considered collectively. (10–15 min.)



F. Discuss as a group the agreed-upon list of performance indicators (referring to the Design Criteria Chart as needed). (30–60 min.)

- Are the performance indicators measurable?
- Do the performance indicators suggest assessment? If so, what types?
- Is each performance indicator what we want students to understand and be able to do several years from now, perhaps long after they have forgotten the details?
- Is there clear alignment between the graduation standard(s) and the performance indicator and does the performance indicator lead to the demonstration of student learning?

*If working as a full group, move on to the next graduation standard and follow steps 3-6, continuing the cycle until performance indicators have been agreed upon for each standard, then move on to step 7 to summarize the collective work (approx. 20 min). If working in small groups, when all have identified the performance indicators for their graduation standards, move to step 7 as a full group to share and agree upon the work presented by each small group. (Approx. 60 min.)*

G. Review the proposed performance indicators for each graduation standard, and discuss any concerns or questions. (20–60 min., depending on the process used for identifying performance indicators)

H. Debrief the process. What worked well? What could we improve on for next time? (5 min.)

I. The next step in the process: Align or develop assessments to performance indicators and/or graduation standards.