

Design Criteria Chart

Developing Content-Area Graduation Standards¹

Criteria	Weaker Statements	Stronger Statements
<p>Content-Area Relevance <i>To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?</i></p>	<ul style="list-style-type: none"> • 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 higher-level cognitive skills 	<ul style="list-style-type: none"> • Align with national, state, and/or local standards and frameworks • Combine several standards into one graduation standard • Use precise, descriptive language that clearly communicates what is essential to understanding the content area
<p>Enduring Knowledge <i>To what extent does this statement provide students with knowledge and skills that will be of value beyond a particular point in time, such as when students take a test or complete the unit?</i></p>	<ul style="list-style-type: none"> • Are limited to the scope and sequence of a textbook, resource, or program • Focus on factual content without connecting the statements to enduring cross-disciplinary and content-area skills 	<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
<p>Leveraging Learning <i>Does the statement describe knowledge and skills that can be applied across multiple disciplines?</i></p>	<ul style="list-style-type: none"> • Describe topics that are only relevant to or applicable within a specific course or content area 	<ul style="list-style-type: none"> • Address skills and knowledge that are relevant to and can be applied in all content areas and educational contexts, including real-world and outside-of-school settings
<p>Cognitive Demand <i>What level of conceptual comprehension, knowledge acquisition, and skill development does the statement encourage?</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Assessment Facilitation <i>To what extent does the statement allow for a broad range of formative and summative assessments?</i></p>	<ul style="list-style-type: none"> • Use descriptive language and verbs that facilitate reliable measurement and assessment practices 	<ul style="list-style-type: none"> • Use descriptive language and verbs that are difficult to measure and assess

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