

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
ALIGNMENT To what extent do the statements align with and describe the essential skills within the relevant graduation standard?	 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 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?	 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?"

Criteria	Weaker Statements	Stronger Statements
COGNITIVE DEMAND Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?	 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.
Are the statements measurable? To what extent does the statement encourage multiple and varied types of assessment?	 Fail to describe in precise and understandable language what will be measured; 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. 	 Help define the specific knowledge and skills that will be assessed and measured; 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.