

# Design Criteria Chart

## Developing Content-Area Graduation Standards<sup>1</sup>

Criteria	Weaker Statements	Stronger Statements
<b>Content-Area Relevance</b> <i>To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?</i>	<ul style="list-style-type: none"> <li>• Are either too abstract (and therefore cannot be measured) or too specific (and therefore fail to address broadly applicable content-area skills and knowledge)</li> <li>• Are so detailed that they obscure their connection to higher-level cognitive skills</li> </ul>	<ul style="list-style-type: none"> <li>• Align with national, state, and/or local standards and frameworks</li> <li>• Combine several standards into one graduation standard</li> <li>• Use precise, descriptive language that clearly communicates what is essential to understanding the content area</li> </ul>
<b>Enduring Knowledge</b> <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>	<ul style="list-style-type: none"> <li>• Are limited to the scope and sequence of a textbook, resource, or program</li> <li>• Focus on factual content without connecting the statements to enduring cross-disciplinary and content-area skills</li> </ul>	<ul style="list-style-type: none"> <li>• Require students to develop an understanding of relationships among principles, theories, and/or concepts</li> <li>• Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives</li> </ul>
<b>Leveraging Learning</b> <i>Does the statement describe knowledge and skills that can be applied across multiple disciplines?</i>	<ul style="list-style-type: none"> <li>• Describe topics that are only relevant to or applicable within a specific course or content area</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Cognitive Demand</b> <i>What level of conceptual comprehension, knowledge acquisition, and skill development does the statement encourage?</i>	<ul style="list-style-type: none"> <li>• Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing</li> <li>• Do not encourage the application of knowledge to diverse or novel problems and situations</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Promote deeper comprehension of content and the acquisition of transferable skills such as reasoning, planning, interpreting, hypothesizing, investigating, or explaining</li> </ul>
<b>Assessment Facilitation</b> <i>To what extent does the statement allow for a broad range of formative and summative assessments?</i>	<ul style="list-style-type: none"> <li>• Use descriptive language and verbs that facilitate reliable measurement and assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>• Use descriptive language and verbs that are difficult to measure and assess</li> </ul>

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