Design Criteria Chart
Developing Content-Area Reporting Standards[1]

Criteria	Weaker Statements	Stronger Statements
Content-Area Relevance To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?	• 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	• Align with and are comprehensive of state and/or local standards and frameworks • Combine several standards into one reporting standard • Use precise, descriptive language that clearly communicates what is essential to understanding the content area
Enduring Knowledge 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?	• 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	• 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
Leveraging Learning Does the statement describe knowledge and skills that can be applied across multiple disciplines?	• Describe topics that are only relevant to or applicable within a specific course or content area	• 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
Cognitive Demand What level of conceptual comprehension, knowledge acquisition, and skill development does the statement encourage?	• 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	• 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
Assessment Facilitation To what extent does the statement allow for a broad range of formative and summative assessments?	• Use descriptive language and verbs that are difficult to measure and assess	• Use descriptive language and verbs that facilitate reliable measurement and assessment practices

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

Design Criteria Chart
Defining Performance Indicators for Content-Area Reporting Standards[1]

Criteria	Weaker Statements	Stronger Statements
Reporting-Standard Alignment To what extent does the statement align with the relevant reporting standard? Is the statement central to understanding the standard as described?	• 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 the graduation standard	• Describe and define what students need to know and be able to do to demonstrate proficiency in and achievement of the content-area reporting+ standard • Use precise, descriptive language that clearly communicates what is essential to achieving the graduation standard
Enduring Knowledge 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?	• Are limited to the scope and sequence of a specific textbook, resource, or program • Describe only knowledge and skills that are relevant or unique to a specific unit • Are "nice to know" but not essential for students to learn if they are going to succeed in next unit, course, or grade level.	• 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 What level of conceptual comprehension, knowledge acquisition, and skill development does the statement encourage? What depth of knowledge does this statement promote? Is the level of cognitive demand expected measurable?	• 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	• 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 • Are measurable
Assessment Facilitation To what extent does the statement allow for a broad range of formative and summative assessments?	• Suggest only limited options for assessing and demonstrating learning • Fail to describe in precise and understandable language what will be measured • Focus narrowly on factual recall and rote skills • Suggest that a single task or activity can be considered a valid demonstration of proficiency	• Help define the specific knowledge and skills that will be assessed and measured • Promote the assessment of deeper content comprehension and the acquisition of transferable skills • Promote multiple and varied options for students to demonstrate evidence of learning, particularly through performance assessments and body-of-evidence strategies such as portfolios

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