

How to align local curriculum & classroom learning goals to state standards & evaluation

Important Note: Not all standard benchmarks require or include each type of learning.

Standard	Standard Benchmark	Sample Verbs from Benchmark	Types of Learning	Types of Assessment (Note: see Stiggins for definitions of these four assessment types)	Evaluation
<p>Insert the standard from any grade level or content area</p>	<p>Insert the benchmark from the selected standard here to begin work on developing classroom level goal(s)</p>	<p>Explain, describe, identify, name, list, define, label, match, choose, recall, recognize, select, understand, know</p>	<p>1. Knowledge Identify the facts and concepts students are required to KNOW to meet the standard</p>	<p>Selected Response: good match for mastery of knowledge Extended Written Response: good match mastery of knowledge and relationships among elements Performance Assessment: not a good match; takes too much time Personal Communication: can infer mastery but time consuming</p>	<p>Identify descriptor(s) from the arts guideline rubric that corresponds to the benchmark(s) to develop classroom level scoring criteria</p>
		<p>Analyze, discriminate, compare/contrast, synthesize, classify, categorize, interpret, predict, generalize, hypothesize, justify, critique, defend, evaluate, prove</p>	<p>2. Reasoning Identify how students must APPLY that knowledge to REASON OR THINK (critical thinking or problem solving)</p>	<p>Selected Response: only for understanding of some reasoning patterns Extended Written Response: can provide window into reasoning proficiency Performance Assessment: can watch students solve problems and infer reasoning Personal Communication: students can "think aloud" and can be asked follow up questions to probe for reasoning</p>	
		<p>Assemble, operate, use, demonstrate, measure, investigate, observe, listen, perform, conduct, read, speak, write, collect, explore,</p>	<p>3. Skills Identify how the student must USE both the knowledge and the reasoning to ACT skillfully</p>	<p>Selected Response: not a good match Extended Written Response: not a good match Performance Assessment: can observe and evaluate skills as they are performed Personal Communication: only for oral skills otherwise not a good match</p>	
		<p>Design, develop, produce, create, make, write, speak, draw, represent, display, model, construct</p>	<p>4. Performance/Product Identify how the student will CREATE/DEVELOP/MAKE a product or performance by SYNTHESIZING the knowledge, reasoning, and skills</p>	<p>Selected Response: not a good match Extended Written Response: strong match when product is written otherwise not a good match Performance Assessment: good match Personal Communication: not a good match</p>	