

**Table 3.2 Content Standards—Key Words**

Target Type	Explanation	Content Standards Key Words	Examples
<b>Knowledge/ Understanding</b>	Some knowledge/facts/ concepts to be learned outright; some to be retrieved using reference materials	Explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select, know	Vocabulary Measurement concepts U.S. government structure Patterns of growth and development
<b>Reasoning</b>	Thinking proficiencies— using knowledge to solve a problem, make a decision, plan, etc.	<p><i>Analyze:</i> components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order</p> <p><i>Compare/contrast:</i> discriminate between alike and different, distinguish between similarities and differences, juxtapose</p> <p><i>Synthesize:</i> combine into, blend, formulate, organize, adapt, modify</p> <p><i>Classify:</i> categorize, sort, group, give examples</p> <p><i>Infer/deduce:</i> interpret, implications, draw conclusions, predict, hypothesize, generalize</p> <p><i>Evaluate:</i> justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove</p>	Think critically Analyze authors' use of language Solve problems Compare forms of government Self-evaluation Analyze health information
<b>Skills</b>	Behavioral demonstrations; where the doing is what is important; using knowledge and reasoning to perform skillfully	Observe, focus attention, listen, perform, do, question, conduct, work, read, speak, assemble, operate, use, demonstrate, measure, investigate, model, collect, dramatize, explore	Read fluently Oral presentations Play an instrument Use laboratory equipment Conduct investigations
<b>Products</b>	Where the characteristics of the final product are important; using knowledge, reasoning, and skills to produce a final product	Design, produce, create, develop, make, write, draw, represent, display, model, construct	Writing Artistic products Research reports Make a map Personal fitness plan Make a model that represents a scientific principle

## LINKING TARGETS TO ASSESSMENT METHODS

	Selected Response (Objective Assessments)	Writing Assessment (Extended Written Response, with Rubric)	Performance Assessment (with Rubric)
Knowledge Target	Good match for assessing mastery of elements of knowledge	Good match for tapping understanding of relationships among elements of knowledge	Not a good match
Reasoning Target	Good match for assessing some patterns of reasoning	Writing descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve some problems and infer reasoning proficiency.
Skill Target	Not a good match	Not a good match	Good match. Can observe and evaluate skills as they are being performed.
Product Target	Not a good match	Strong match when the product is written. Not a good match when the product is not written.	Good match. Can assess the attributes of the product itself.