

# Aligning learning goals, standards, assessments, and evaluation

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

Use this chart to determine the type(s) of learning called for in the benchmark, and the best assessment types to use.

What types of learning are in the benchmark?	Clues from the benchmark: Sample verbs	Types of assessment: what's a good fit? (See back for definitions and examples)
<p><b>Knowledge</b> The facts and concepts students are required to KNOW to meet the standard</p>	<p>Explain, describe, identify, name, list, define, label, match, choose, recall, recognize, select, understand, know</p>	<p><b>Selected response:</b> good match for mastery of knowledge  <b>Extended written response:</b> good match mastery of knowledge and relationships among elements  <b>Performance Assessment:</b> <i>not a good match; takes too much time</i>  <b>Personal communication:</b> can infer mastery <i>but time consuming</i></p>
<p><b>Reasoning</b> Students must APPLY <i>knowledge</i> to REASON or THINK (critical thinking or problem solving)</p>	<p>Analyze, discriminate, compare/contrast, synthesize, classify, categorize, interpret, predict, generalize, hypothesize, justify, critique, defend, evaluate, prove</p>	<p><b>Selected response:</b> only for understanding of some reasoning patterns  <b>Extended written response:</b> can provide window into reasoning proficiency  <b>Performance Assessment:</b> can watch students solve problems and infer reasoning  <b>Personal communication:</b> students can "think aloud" and can be asked follow up questions to probe for reasoning</p>
<p><b>Skill</b> Student must USE both <i>knowledge and reasoning</i> to ACT skillfully</p>	<p>Assemble, operate, use, demonstrate, measure, investigate, observe, listen, perform, conduct, read, speak, write, collect, explore,</p>	<p><b>Selected response:</b> <i>not a good match</i>  <b>Extended written response:</b> <i>not a good match</i>  <b>Performance Assessment:</b> can observe and evaluate skills as they are performed  <b>Personal communication:</b> only for oral skills <i>otherwise not a good match</i></p>
<p><b>Performance/Product</b> Students will CREATE/ DEVELOP/MAKE a product or performance by SYNTHESIZING <i>knowledge, reasoning, and skills</i></p>	<p>Design, develop, produce, create, make, write, speak, draw, represent, display, model, construct</p>	<p><b>Selected response:</b> <i>not a good match</i>  <b>Extended written response:</b> strong match when product is written <i>otherwise not a good match</i>  <b>Performance Assessment:</b> good match  <b>Personal communication:</b> <i>not a good match</i></p>