

Table 3.2 Content Standards—Key Words

Target Type	Explanation	Content Standards Key Words	Examples
Knowledge/ Understanding	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	<ul style="list-style-type: none"> • Vocabulary • Measurement concepts • US Government structures • Patterns of growth and development
Reasoning	Thinking proficiencies— using knowledge to solve a problem, make a decision, plan, etc.	<ul style="list-style-type: none"> • <i>Analyze</i>: components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order • <i>Compare/contrast</i>: discriminate between alike and different, distinguish between similarities and differences, juxtapose • <i>Synthesize</i>: combine into, blend, formulate, organize, adapt, modify • <i>Classify</i>: categorize, sort, group, give examples • <i>Evaluate</i>: justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove 	<ul style="list-style-type: none"> • Think critically • Analyze author’s use of language • Solve problems • Compare forms of government • Self-evaluate • Analyze health information
Skills	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	<ul style="list-style-type: none"> • Read fluently • Oral presentation • Play an instrument • Use laboratory equipment • Conduct investigations
Products	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	<ul style="list-style-type: none"> • Writing • Artistic products • Research reports • Make a map • Personal fitness plan • Make a model that represents a scientific principle

Stiggins, R. J., Arter, J.A., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment for Student Learning: Doing it right—doing it well*. Assessment Training Institute, Portland, OR. (p. 64).