

Teaching, Learning and Assessment Standards from the Michigan Curriculum Framework

Standards of Authentic Instruction	Standards for Assessment Tasks
<p>Higher-Order Thinking: Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining or arriving at conclusions that produce new meaning and understandings for them.</p>	<p>Organization of Information: The task asks students to organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.</p>
<p>Deep Knowledge: Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.</p>	<p>Consideration of Alternatives: The task asks students to consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.</p>
<p>Substantive Conversation: Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.</p>	<p>Disciplinary Content: The task asks students to show understanding and/or use ideas, theories, or perspectives considered central to an academic or professional discipline.</p>
<p>Connections to the World Beyond the Classroom: Students make connections between substantive knowledge and either public problems or personal experiences.</p>	<p>Disciplinary Process: The task asks students to use methods of inquiry, research, or communication characteristic of an academic or professional discipline.</p>
	<p>Elaborated Written Communication: The task asks students to elaborate on their understanding, explanations, or conclusions through extended writing.</p>
	<p>Problem Connected to the World Beyond the Classroom: The task asks students to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in life beyond the classroom.</p>
	<p>Audience Beyond the School: The task asks students to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school building.</p>

“Good assessment is an integral part of good instruction.”

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