

## Achievement Targets Richard J. Stiggins

### “Assessing Achievement Targets

In addition to a clear understanding of the purpose for assessment, another key to sound assessment is a clear vision on the part of the teacher of the achievement targets he or she wants to hit. ... In most educational contexts, teachers hold expectations that students will hit one or more of the following kinds of achievement targets:

1. *Knowledge* – Teachers expect students to master substantive, verbalizable subject matter knowledge (e.g., science or history facts).
2. *Thinking* – They often expect specific higher order cognitive operations or problem-solving skills to be demonstrated by students using the knowledge they have mastered (e.g., drawing inferences).
3. *Behaviors* – They expect achievement-related skills to be exhibited by the student in specific academic contexts (e.g., giving a speech).
4. *Products* – They expect achievement-related products to be created by the student, and they want these products to possess certain attributes (e.g., a research report).
5. *Affect* – They hope students will develop certain dispositions, academic self-concepts, attitudes, and values.”

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