

Input-Output Measures																
In-put/Out-put Skill/Ability Goals/Standards - Any input, Concrete-output - For use with any Text or Model / Defined by what is produced - "Can Produce" Checklist																
Below is a list of things that can be produced or failed-to-be-produced. The "input" is whatever text (anything) you choose to use [article, story, puzzle, task, text-book-lesson/chapter], the "output" is something specific that the student produces.																
Meta-Skills			Basic Comprehension - Set 1: Summarizing (just using words and phrases)													
1. Produce a question that you have. (e.g. What does this part mean?) + variety of question words* / phrases	2. Produce a brainstorm.	4. Produce a list of new things you don't understand.	1. Produce an identification of the topic. (What is the main topic?)	2. Produce an idea map / idea-web (A flow-chart of the data in the text.) [Usually brainstorm first.]	3. Produce an outline (in linear-list form).	4. Produce a headline/title. (What would a headline or title be for this text?)	5. Produce a Q-A summary. E.g. Who-Where- When- What is happening? Describe the situation in terms of questions. (bullet point / idea map vs. sentence)									
	3. Produce an identification of something you can recognize. Identify something.	5. Produce a revision to a draft-ground-up rewrite from scratch														
Basic Comp. - Set 2: Expressing & Paraphrasing (using sentences)					Basic Comprehension - Set 3: Connections											
1. Produce a narrative summary.	3. Produce (a statement of) an idea or argument that is in the text. (Ideas, Positions, Support or Being Against)	4. Produce a debate or dialogue about the text. Outline and write a debate between two characters.	5. Produce a data- representation: a framework, equation, chart , system, or pattern.Show us the pattern you see.	1. Produce a connection to a related field.	3. Produce a connection to an unrelated field (interdisciplinary).	4. Produce a connection to daily life: social/cultural/economic impact. What are the bigger-picture consequences, outcomes and implications?	5. Produce a statement about a future follow-up to this text. Where can this discussion or process go next? (a connection to the future)									
2. Produce a paraphrase. (Paraphrase one or more key ideas)				2. Produce a connection to recent news. How does this text connect to recent events?	How does this connect to unrelated fields?											
Basic Comprehension - Set 4 Critical Thinking / Evaluation / Value																
1. Produce an (identification of the) agenda, purpose, subtext, and bias of the text and author.	2. Produce (a identification of) the quality of data, including clarity and errors. e.g. True Premises. "This section is not clear."	3. Produce (a statement on) omissions of important data and relevance of what is included.	4. Produce (an identification of) good or poor quality of the argument. e.g. Sound, Cogent, Valid	5. Produce an overall characterization of the text, argument, or position (yes/no, good/bad, agree/disagree)	6. Produce (a statement on) the relevance and implications of the overall text and main ideas and topics. (e.g. "I disagree, but the topic is relevant to ____" or "Technically I agree with the statement, but it and the topic are irrelevant.")E.g. Red Herring, System ID, Value vs. Disturbance		7. Produce an identification of what is valued/valuable. (Optional: What is the desired outcome? What is the desired course of action?)									
Modes/Forms of Expression & Communication 1: A.transfer between B.in-combination					Modes/Forms 2											
1. Produce an essay or Standard Format Report (titles, sections, etc.)	2. Verbal/audio/ aural/ aural	7. Produce a figure: chart, graph, & table.	8. Produce a debate/argument (one or more sides).	9. Produce a Panel Discussion / Conversation / Meeting / Q&A session.(A) Participate(B) Moderate/MC	10. Produce a new text of a different type using the same data (essay- debate - flowchart-story)	11. Produce a proposal, offer, or plan (with step by step instructions / agenda).	13. Produce a critique, criticism, or suggestion: To(A) make a change (B) accept/reject, or start/stop.									
	3. physical/tactile					12. Produce a schedule + prioritizing, valuation										
Modes/Forms 3: More Forms, Produce a(n)...				Modes/Forms 4: Produce a(n)... [Creative, Subtle & Cultural, Artistic]												
14. Email or Letter	16. a textbook explaining the material	18. Hypothesis to test	19. vote/ election/ plebiscite	21. Picture / Painting	22. Song	24. Dance	26. Sculpture, Architecture, Landscaping, Flower-Arranging, Interior-Decoration, Design, Clothing/Costume-Design									
15. Story	17. a plan of instruction (lessons)	19. Thesis to support/ explain / fail to disprove	20. underlying code/script		23. Music	25. Poem										
Reporting Skills: Produce a(n)...(For emails, essays, paragraphs, technical reports, presentations, lectures, events, etc.)								Product / Service								
1. Introduce / Open (main part, sub-part,self) *	3. Conclude (sub-topics, main sections) *	5. Q&A: 5.1 #, Pri-	Proper delivery form: - voice: volume, intonation, speed (clear) - body language: posture, arms-hands - eyes: eye contact, not read	Produce questions and answers about specific types of significance*	Produce slides, props, or aids, for a presentation. e.g. file.ppt (multi-media) + figures-charts-graphs-data-tables	1. Produce a (final/complete) product (good or servic)										
2.Body: ideas+ supporting points	4. Transition (sub-topics, main sections) *															
* See appendix 1 for all parts of intro, conclusion, Q&A, and types of significance.																
Group & System Skills (Done by Groups of Participants) (using models)					0. Do any other benchmark with a group.											
1. Teach or explain to another member in a group. (Produce the service of instruction.)	2. Disassemble into parts (Produce a set of separate parts from the original whole text/model.)	3. Assemble from parts. ([Re]Produce the text/model as assembled from parts.)	4. Produce a change: Modify or change + by changing the underlying framework	5. Identify and Repair a defect in the text/model. (Produce a repaired text/model.)	6. Succession & Transition: Produce something smoothly across a transition in ____ : 1. roles 2. target goal 3. schedule 4. materials/media/content 5. whole groups of people who are doing the project 6. code/law/procedure 7. policy		7. Produce (an identification of) biases or distortions: E.g. biases caused by a model or method that interferes with a groups' perception or communication.									