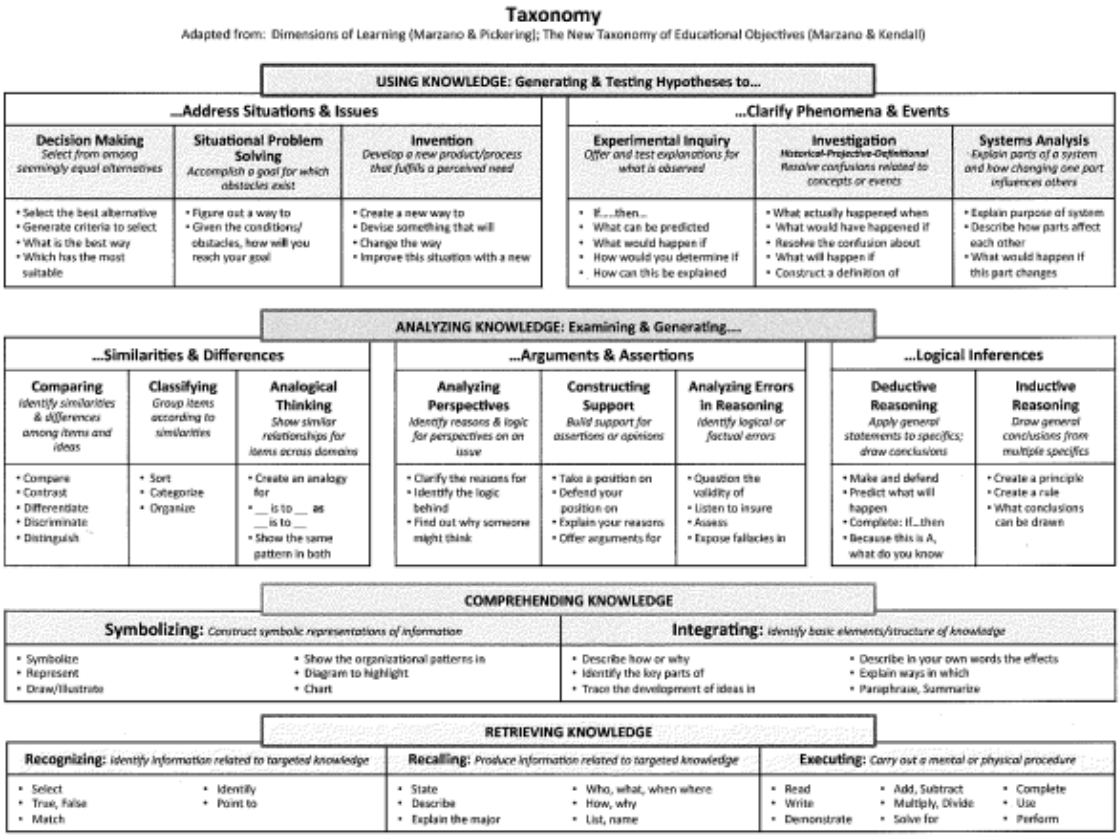


Taxonomy Adapted from: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives [Marzano & Kendall}

...Address Situations 81 Issues ...Clarify Phenomena & Events

' Seiect the best aiternative - Figure out a way to - Create a new way to 1f.....then... - What actually happened when

- Figure out a way to - Create a new way to I if.....then... - What actually happened when - Explain purpose of system Generate criteria to select - Given the conditions] Devise something that will ' What can be predicted What would have happened if - Describe how parts affect - What is the best way obstacles, how will you Change the way ' What would happen if - Resolve the confusion about each other

- Which has the must reach your goal

- Improve this situation with a new

' How would you determine if

' What will happen if

- What would happen if

suitable How can this be explained - Construct a definition of this part changes

...Similarit'ies & Differences ...Arguments & Assertions ...Logical Inferences

Comparing Classifying Analogical Analyzing Constructing Analyzing Errors Deductive Inductive Group-items Thinking Perspectives Support in Reasoning Reasoning Reasoning 8‘ dwgences ac'cof'dfq-a: to Show simiior identify reasons

8: iogic Huiid sooport for identify logicoi or Appiy generoi Draw generoi among“ items and Similarities relationships for for perspectives on on osserrions or opinions factual errors statements to specifics; conciusions from “1905 items across domains issue draw conciusions muit'ipie specifics

- Compare Sort - Create an analogy Ciarify the reasons for ' Take a position on I Question the ' Make and defend ' Create a principle Contrast ' Categorize for Identify the logic ' Defend your validity-of Predict what will - Create a rule - Ditferentiate - Organize i is to i as behind position on - Listen to insure happen I What conclusions Discriminate is to Find out why someone - Expiain your reasons - Assess Compiete: tf...then can be drawn Distinguish - Show the same might think - Offer arguments for Expose fallacies in Because this is A,

pattern in both what do you know

I Symbolize - Represent I Draw/Illustrate

- Show the organizational patterns in - Diagram to highlight

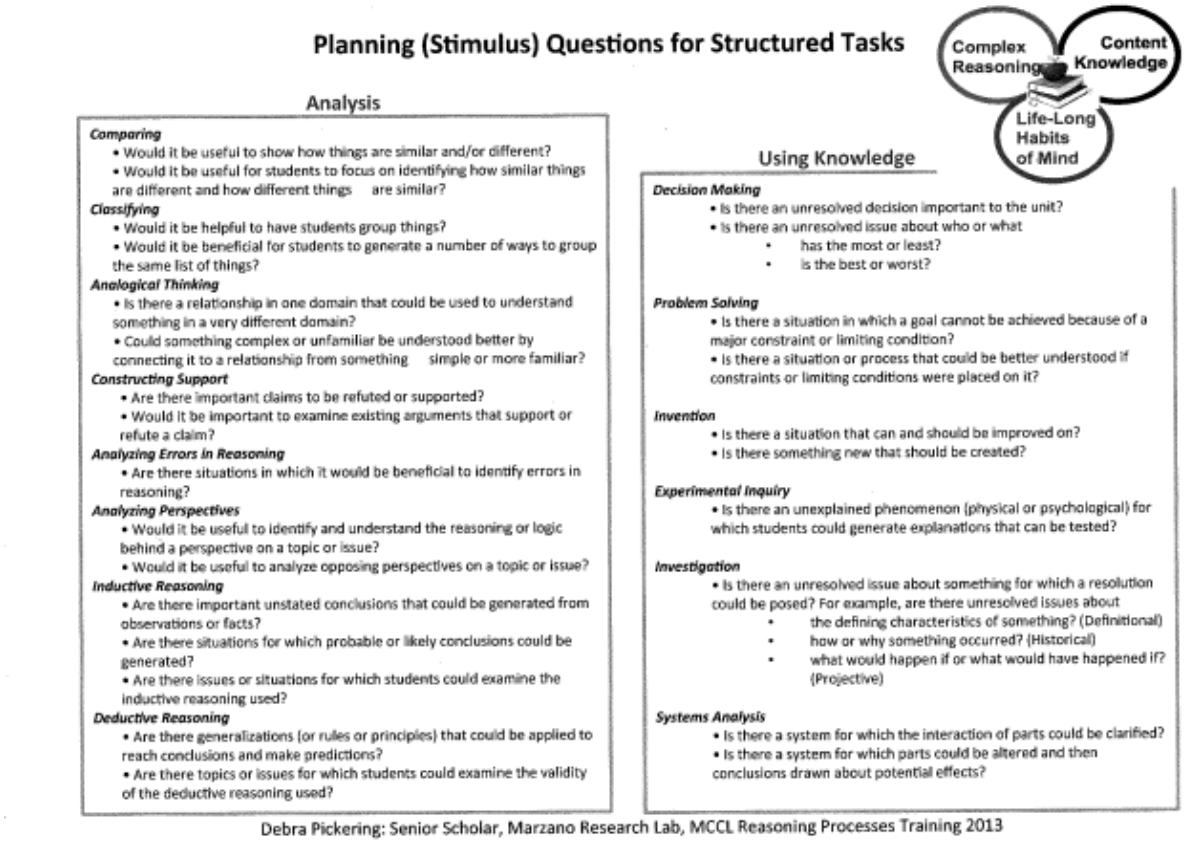
Chart

I Describe how or why I Identify the key parts of I Trace the development of ideas in

I Describe in your own words the effects I Explain ways in which I Paraphrase, Summarize

' Select ' Identify I State - Who, what, when where Read ' Add, Subtract ' Complete True, False ' Pu'mtto - Describe - How, why - Write - Multiply, Divide '. Use

- Match - Explainthernajor - Listr name - Demonstrate - Solvefor ' Perform



Planning (Stimulus) Questions for Structured Tasks

Analysis

Comparing

0 Would it be usefui to show how things are similar and/or different? I Would it be useful for students to focus on identifying how simiiar things are different and how different things are similar? Classifying

Would it be helpful to have students group things? Would it be beneficial for students to generate a number of ways to group the same list of things? Analogicai Thinking

Is there a relationship in one domain that could be used to understand something in a very different domain? I Could something complex or unfamiliar be understood better by connecting it to a relationship from something simple or more familiar? Constructing Support

Are there important claims to be refuted or supported? - Would it be important to examine existing arguments that support or refute a claim?

Analyzing Errors in Reasoning

. Are there situations in which it wouid be beneficial to identify errors in reasoning?

Analyzing Perspectives

0 Would it be useful to identify and understand the reasoning or logic

behind a perspective on a topic or issue?

- Would it be useful to analyze opposing perspectives on a topic or issue? Inductive Reasoning

Are there important unstated conclusions that could be generated from observations or facts?

Are there situations for which probable or likely conclusions could be generated?

0 Are there issues or situations for which students could examine the inductive reasoning used? Deductive Reasoning

- Are there generalizations (or rules or principles) that could be applied to reach conclusions and make predictions? - Are there topics or issues for which students could examine the validity of the deductive reasoning used?

Content Knowledge

Decision Making

- Is there an unresolved decision important to the unit? - is there an unresolved issue about who or what

' has the most or least?

- is the best or worst?

Problem Solving

is there a situation in which a goal cannot be achieved because of a major constraint or limiting condition? Is there a situation or process that could be better understood if constraints or limiting conditions were placed on it?

Invention

Is there a situation that can and should be improved on? - Is there something new that shouid be created?

Experimental Inquiry

Is there an unexplained phenomenon (physical or psychological) for which students could generate explanations that can be tested?

Investigation

I Is there an unresolved issue about something for which a resolution could be posed? For example, are there unresolved issues about

' the defining characteristics of something? (Definitional) how or why something occurred? (Historical) - what would happen if or what would have happened if?

(Projective)

Systems Analysis

e is there a system for which the interaction of parts could be clarified? - Is there a system for which parts cauld be altered and then conclusions drawn about potential effects?