

Standards Analysis

As a part of your analysis, you will be asked to analyze any 9th grade English SOL Standard of your choosing. You must identify which level of Bloom's Taxonomy it asks students to achieve, perform a close reading of the standard (think about how your definition defense and the *Odyssey* close reads), and write a reflection (1 paragraph minimum) on what this standard actually means for students. What is the ideal student like based on the standard? What does the government expect society and people to act like in the future? Are there any inconsistencies between what the standards attempts to say and what it actually implies based on its diction? Have you actually received instruction and been assessed on your ability to perform the standard at the correct level of Bloom's Taxonomy?

Sample:

Communication: Speaking, Listening, Media Literacy

9.1 The student will make planned oral presentations independently and in small groups.

Synthesis

~~root is Greek word for general, but students: assumes a long-term goal/aim mindless~~

Almost every def. of "strategy"

↳ active unless mandated/instructed

↳ listening purposeless

↳ listen - give one's attention to a sound & passive (def. used in SOL)

↳ listen - make an effort to hear something & active

↳ listen - (imperative) used to urge someone to pay attention

Almost inherent contradiction → Assumes students are passive & attention

inactive unless physically occupied

↳ mental exertion alone is passive & inactive (apparently)

↳ discounts things like muscle memory, proof or products (i.e. worksheets)

↳ All standards phrased as imperative commands/and values only physical

use passive voice

↳ producing robots or people?

↳ Also ignores research that even action

Level of Bloom's Taxonomy: Application (to identify the level of Bloom's Taxonomy identify the verb(s) note-

in the standard and then use the chart on the back of this sheet to see which level of Bloom's it corresponds to).

taking can be a distraction that hinders retention & comprehension

Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs	Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	identify label list match explain summarize paraphrase describe illustrate classify	memorize name order outline convert defend describe discuss distinguish estimate explain use compute solve demonstrate apply construct
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	convert defend describe discuss distinguish estimate explain apply change choose compute demonstrate discover dramatize	recognize relate recall repeat infer locate paraphrase predict Recognize employ illustrate interpret manipulate modify operate
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	analyze categorize compare contrast separate apply	practice predict prepare produce relate schedule
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	change discover choose compute demonstrate dramatize	practice predict prepare produce relate schedule
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	design develop devise explain compose construct create
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Assess Attach Choose Compare Conclude Contrast	reproduce select state rewrite review select summarize translate show sketch solve use write show sketch solve use write rewrite set up summarize synthesize tell write Judge Describe Discriminate Estimate Evaluate Explain Rate Select Summarize Support Value

Reference: <http://chiron.valdosta.edu/whuitt/co1/cogsys/bloom.html>