

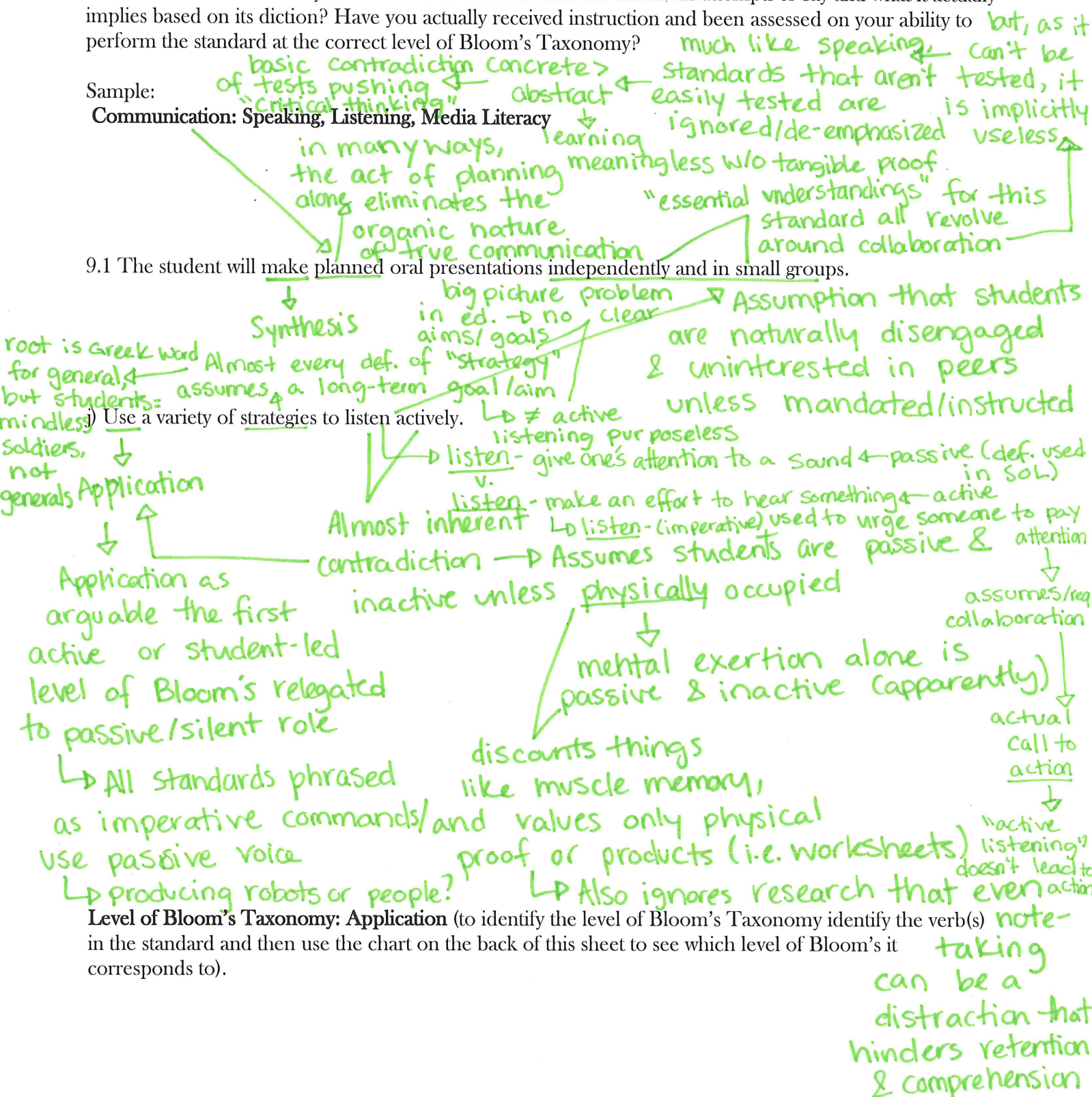
Standards Analysis

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 you this standards 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.



Level of Bloom's Taxonomy: Application (to identify the level of Bloom's Taxonomy identify the verb(s) in the standard and then use the chart on the back of this sheet to see which level of Bloom's it corresponds to).

note-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.	<ul style="list-style-type: none"> arrange define describe duplicate 	<ul style="list-style-type: none"> reproduce select state <p>The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.</p>
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	<ul style="list-style-type: none"> explain summarize paraphrase describe illustrate classify 	<ul style="list-style-type: none"> rewrite review select summarize translate <p>The student will explain the purpose of Bloom's taxonomy of the cognitive domain.</p>
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	<ul style="list-style-type: none"> use compute solve demonstrate apply construct 	<ul style="list-style-type: none"> show sketch solve use write <p>The student will write an instructional objective for each level of Bloom's taxonomy.</p>
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	<ul style="list-style-type: none"> analyze categorize compare contrast separate apply 	<ul style="list-style-type: none"> show sketch solve use write <p>The student will compare and contrast the cognitive and affective domains.</p>
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	<ul style="list-style-type: none"> create design hypothesize invent develop arrange assemble 	<ul style="list-style-type: none"> rewrite set up summarize synthesize tell write <p>The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.</p>
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	<ul style="list-style-type: none"> Judge Recommend Critique Justify Appraise Argue 	<ul style="list-style-type: none"> Rate Select Summarize Support Value <p>The student will judge the effectiveness of writing objectives using Bloom's taxonomy.</p>