Alignment of

21st Century Skills, the Virginia **ENGLISH** SOL, Revised Bloom's Taxonomy and Research-based Instructional/Assessment Strategies



Purpose: The intended purpose of this correlation is to align the context of the Standards of Learning with the cognitive domains of Bloom's Taxonomy. This document provides teachers and administrators with a starting point for planning for the instruction and assessment of each standard. Teachers and administrators are encouraged to use the question cues and the research-based strategies from Classroom Instruction that Works and Transforming Classroom Grading to plan instructional and assessment activities that focus student behaviors and thinking in the appropriate cognitive domain.

Prepared for the Teachers of Virginia's 21st Century Students by



ENGLISH K

Virginia English Standards of Learning, Revised Bloom's Taxonomy,

2008-2009

Virginia English Standards of Learning, Nevised Bloom's Taxonomy,									
а	and Research-Based Strategies for Increasing Student Achievement in the 21st Century								
Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating			
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating			
Research- Based Instructional Strategies	Similarities & Differences Questions, Cues, & Advance Organizers Homework & Practice	Nonlinguistic Representation Similarities & Differences Summarizing & Note Taking Questions, Cues & Advance Organizers	Nonlinguistic Representation Generating & Testing Hypotheses Cooperative Learning	Generating & Testing Hypotheses Similarities & Differences Summarizing & Note Taking	Generating & Testing Hypotheses Similarities & Differences Summarizing & Note Taking Setting Objectives & Providing Feedback Nonlinguistic Representation	Generating & Testing Hypotheses Summarizing & Note Taking Cooperative Learning Reinforcing Effort & Providing Recognition			
Research- Based Assessment Strategies	Forced-Choice Short Written Response	Forced-Choice Short Written Response Essay	Performance Assessment Essay Teacher Observation Forced Choice	Essay Short Written Response Performance Assessment	Performance Assessment Essay Oral report	Student Self-Assessment Essay Performance Assessment Teacher Observation Oral Report			
Oral Reading Writing	K.1, K.3, K.4, K.5, K.6, K.7, K.8, K.10	K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9, K.10	K.2, K.3, K.6, K.7, K.8, K.9, K.10, K.11, K.12	K.1, K.2, K.4, K.7, K.8	K.1, K.4	K.11			

K.10

H 1 Virginia English Standards of Learning, Revised Bloom's Taxonomy,

2008-2009

and Research-Based Strategies for Increasing Student Achievement in the 21st Century

Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating
Research- Based Instructional Strategies	Similarities & Differences Questions, Cues, & Advance Organizers Homework & Practice	Nonlinguistic Representation Similarities & Differences Summarizing & Note Taking Questions, Cues & Advance Organizers	Nonlinguistic Representation Generating & Testing Hypotheses Cooperative Learning	Generating & Testing Hypotheses Similarities & Differences Summarizing & Note Taking	Generating & Testing Hypotheses Similarities & Differences Summarizing & Note Taking Setting Objectives & Providing Feedback Nonlinguistic Representation	Generating & Testing Hypotheses Summarizing & Note Taking Cooperative Learning Reinforcing Effort & Providing Recognition
Research- Based Assessment Strategies	Forced-Choice Short Written Response	Forced-Choice Short Written Response Essay	Performance Assessment Essay Teacher Observation Forced Choice	Essay Short Written Response Performance Assessment	Performance Assessment Essay Oral report	Student Self-Assessment Essay Performance Assessment Teacher Observation Oral Report
Oral Reading Writing	1.1, 1.2, 1.4, 1.5, 1.9, 1.12	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.12	1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.12	1.3, 1.9	

Homework &

Forced-Choice

Short Written

2.3, 2.6, 2.7,

2.8, 2.10

Response

Practice

Research-

Based

Assessment

Strategies

Oral

Reading

Writing

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

Advance Organizers

2.1, 2.2, 2.3, 2.5,

2.10, 1.11, 2.12

2.6, 2.7, 2.8,

Taking

Taking

Essay

Oral report

2.2, 2.7, 2.8, 2.9

Setting Objectives & Providing Feedback

Performance Assessment

Nonlinguistic

Representation

Cooperative Learning

Reinforcing Effort &

Essay

Oral Report

2.3, 2.11

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

Summarizing & Note

Taking

Essay

Short Written

Performance

Assessment

2.1, 2.2, 2.3, 2.4,

2.5, 2.8, 2.9,

2.11, 2.12

Response

Virginia English Standards of Learning Revised Bloom's Taxonomy

Virginia English Standard	do or Ecarrilly, revised bioom o raxonon	· • • • • • • • • • • • • • • • • • • •
and Research-Based Strategies for	r Increasing Student Achievement in the	21st Century

Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating
Research- Based Instructional Strategies	Similarities & Differences Questions, Cues, & Advance Organizers	Nonlinguistic Representation Similarities & Differences	Nonlinguistic Representation Generating & Testing Hypotheses	Generating & Testing Hypotheses Similarities & Differences	Generating & Testing Hypotheses Similarities & Differences Summarizing & Note	Generating & Testing Hypotheses Summarizing & Note Taking

Cooperative Learning

Performance

Assessment

Teacher Observation

2.1, 2.2, 2.3, **2.4**,

2.5, 2.6, 2.7, 2.8,

2.9, 2.10, 2.11,

Forced Choice

Essay

2.12

Nonlinguistic

Hypotheses

Performance

Assessment

Teacher Observation

3.2, 3.3, 3.4, 3.5,

Forced Choice

3.7, 3.9, 3.11

Essay

Representation

Generating & Testing

Cooperative Learning

2008-2009

Generating & Testing

Summarizing & Note

Cooperative Learning

Reinforcing Effort &

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

Hypotheses

Taking

Essay

Oral Report

3.5, 3.9, 3.10

Similarities &

Homework &

Forced-Choice

Short Written

3.5, 3.6, 3.8,

3.10, 3.11

Response

Practice

Questions, Cues, &

Advance Organizers

Differences

Research-

Based Instructional

Strategies

Research-

Based

Assessment

Strategies

Oral

Reading

Writing

Nonlinguistic

Similarities &

Differences

Taking

Representation

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

Advance Organizers

3.1, 3.4, 3.5, 3.6,

3.8, 3.10, 3.11

and Research-Based Strategies for Increasing Student Achievement in the 21st Century

		•				
Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating

Generating & Testing

Summarizing & Note

Hypotheses

Similarities &

Differences

Taking

Essay

Short Written

Performance

Assessment

3.11

3.1, 3.2, 3.3, 3.4,

3.5, 3.6, 3.7, 3.9,

Response

Generating & Testing

Summarizing & Note

Setting Objectives & Providing Feedback

Similarities & Differences

Performance Assessment

3.1, 3.2, 3.5, 3.6, 3.7,

Hypotheses

Nonlinguistic

Representation

Taking

Essav

3.9

Oral report

Strategies

Research-

Based

Assessment

Strategies

Oral

Reading Writing

Advance Organizers

Homework &

Forced-Choice

Short Written

4.1, 4.3, 4.6

Response

Practice

Differences

Taking

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

Advance Organizers

4.1, 4.2, 4.3, 4.4,

4.5, 4.6, 4.7, 4.8

Virginia English Standards of Learning Revised Bloom's Taxonomy

2008-2009

Tinginia English Standard	e or zearning, reorieou ziooni e raxenemy,
and Research-Based Strategies for	Increasing Student Achievement in the 21st Century

Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating	
Research- Based Instructional	Similarities & Differences Questions, Cues, &	Nonlinguistic Representation Similarities &	Nonlinguistic Representation Generating & Testing	Generating & Testing Hypotheses Similarities &	Generating & Testing Hypotheses Similarities & Differences	Generating & Testing Hypotheses Summarizing & Note	

Differences

Taking

Essay

Short Written

Performance

Assessment

4.1, 4.2, 4.3, 4.4,

4.5, 4.6, 4.7, 4.8

Response

Summarizing & Note

Taking

Essay

Cooperative Learning

Reinforcing Effort &

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

Oral Report

4.5, 4.7

Summarizing & Note

Setting Objectives & Providing Feedback

Performance Assessment

Nonlinguistic

Representation

Taking

Essay

Oral report

4.5, 4.6, 4.7, 4.8

Hypotheses

Performance

Assessment

Teacher Observation

4.1, 4.2, 4.3, 4.4,

Forced Choice

4.5, 4.7, 4.8

Essay

Cooperative Learning

2008-2009

Providing Recognition

Essay

Oral Report

5.7, 5.8

Student Self-Assessment

Performance Assessment

Teacher Observation

Nonlinguistic

Essay

Oral report

5.6, 5.7, 5.8

Representation

Performance Assessment

.0	virginia English Standards of Learning, Revised Bloom's Taxonomy,	2000
and Re	search-Based Strategies for Increasing Student Achievement in the 21st Ce	entury

and Rootal on Bassa Shatogles is: Intersacing State in Asimove in the 21 Soundary								
Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing,	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing,	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating		

ducing, nerating exemplifying, interrogating, inferring finding Nonlinguistic Generating & Testing Nonlinguistic Generating & Testing Generating & Testing Research-Similarities & Representation Representation **Hypotheses Hypotheses Hypotheses Based** Differences Instructional Similarities & Differences Questions, Cues, & Similarities & Generating & Testing Similarities & Summarizing & Note **Advance Organizers Strategies** Differences **Hypotheses** Differences Taking Summarizing & Note Taking Homework & Summarizing & Note Cooperative Learning Summarizing & Note Cooperative Learning Practice Taking Taking Setting Objectives & Providing Feedback Reinforcing Effort &

Essay

Short Written

Performance

Assessment

5.1, 5.3, 5.4, 5.5,

5.6, 5.7, 5.8, 5.9

Response

Performance

Assessment

Forced Choice

Teacher Observation

5.1, 5.2, 5.3, **5.4**,

5.6, 5.7, 5.8, 5.9

Essay

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

Forced-Choice

Short Written

5.4, 5.5, 5.6, 5.9

Response

Research-

Based

Assessment

Strategies

Oral

Reading Writing

Advance Organizers

5.1, **5.2**, **5.4**, **5.5**,

5.6, 5.8, 5.9

Homework &

Forced-Choice

Short Written

6.3, 6.5, 6.7

Response

Practice

Research-

Based

Assessment

Strategies

Oral

Reading Writing

Virginia English Standards of Learning Revised Bloom's Taxonomy

2008-2009

Tinglina Eligion Standard	or Ecarring, Revisea Bloom's Taxonomy,
and Research-Based Strategies for	Increasing Student Achievement in the 21st Century

and Research-Based Strategies for increasing Student Achievement in the 21st Century								
Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating		
Research- Based	Similarities & Differences	Nonlinguistic Representation	Nonlinguistic Representation	Generating & Testing Hypotheses	Generating & Testing Hypotheses	Generating & Testing Hypotheses		
Instructional Strategies	Questions, Cues, & Advance Organizers	Similarities & Differences	Generating & Testing Hypotheses	Similarities & Differences	Similarities & Differences Summarizing & Note	Summarizing & Note Taking		

Cooperative Learning

Performance

Assessment

Forced Choice

6.5, 6.6, 6.7

Teacher Observation

6.1, 6.2, 6.3, 6.4,

Essay

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

6.6, 6.7

Advance Organizers

6.1, 6.3, 6.4, 6.5,

Taking

Taking

Essay

6.7

Oral report

Setting Objectives & Providing Feedback

Performance Assessment

6.1, 6.2, 6.4, 6.5, 6.6,

Nonlinguistic

Representation

Cooperative Learning

Reinforcing Effort &

Essay

Oral Report

6.2, **6.6**

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

Summarizing & Note

Taking

Essay

Short Written

Performance

Assessment

6.5, 6.6, 6.7

6.1, 6.2, 6.3, 6.4,

Response

Recognizing,

listing,

describina.

retrievina.

naming, finding

Similarities &

Homework &

7.2, 7.3, 7.5

Questions, Cues, &

Advance Organizers

Differences

Interpreting,

summarizing,

paraphrasing,

classifving.

explaining,

comparing,

Nonlinguistic

Similarities &

Differences

Representation

7.1, 7.3, 7.4, 7.5,

7.6, 7.7, 7.8, 7.9

exemplifying, inferring

Virginia English Standards of Learning, Revised Bloom's Taxonomy.

2008-2009

ways of viewing

planning, producing,

inventing, generating

Generating & Testing

Summarizing & Note

Cooperative Learning

Reinforcing Effort &

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

Hypotheses

Taking

Essay

Oral Report

7.4, 7.8, 7.9

things:

Designing,

constructing.

situation:

Implementing,

using, executing

carrying out,

Nonlinguistic

Hypotheses

Performance

Assessment

Forced Choice

Essay

Representation

Generating & Testing

Cooperative Learning

Teacher Observation

7.1, 7.2, 7.4, 7.5,

7.6, 7.7, 7.8, 7.9

а	and Research-Based Strategies for Increasing Student Achievement in the 21st Century							
ve n	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
on	Recalling information:	Explaining ideas or concepts:	Using information in another familiar	Breaking information into	Justifying a decision or course of action:	Generating new ideas, products, or		

parts to explore

understandings

deconstructing,

Generating & Testing

Summarizing & Note

interrogating,

finding

Hypotheses

Similarities &

Differences

Taking

Essay

Short Written

Performance

Assessment

7.1, 7.2, 7.4, 7.5,

7.6, 7.7, 7.8, 7.9

Response

Comparing.

organizing,

and relationships:

Checking,

critiquing,

Hypotheses

Taking

Essav

Oral report

7.8, 7.9

iudging

hypothesizing,

experimenting.

Generating & Testing

Summarizing & Note

Setting Objectives &

Providing Feedback

Performance Assessment

7.1, 7.2, 7.5, 7.6, 7.7,

Nonlinguistic

Representation

Similarities & Differences

Research-

Based Instructional

Strategies

Based

Oral

Reading Writing

Summarizing & Note Practice Taking Questions, Cues & **Advance Organizers** Forced-Choice Forced-Choice Research-Short Written Short Written Assessment Response Response **Strategies** Essay

Virginia English Standards of Learning Revised Bloom's Taxonomy

2008-2009

	Virginia Englis	on otanidal as of Ecai	ining, ite visea bio	oni s rakonomy,	
а	nd Research-Based St	rategies for Increas	ng Student Achie	vement in the 21st (Century

u	and Research Based Strategies for increasing Stadent Admickement in the 21 Schlary								
Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating			
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing generating			

ducing, inventing, generating comparing, deconstructing, exemplifying, interrogating, inferring finding Generating & Testing Nonlinguistic Nonlinguistic Generating & Testing Generating & Testing Research-Similarities & Representation Representation **Hypotheses Hypotheses Hypotheses** Differences **Based** Instructional Similarities & Differences Questions, Cues, & Similarities & Generating & Testing Similarities & Summarizing & Note **Advance Organizers Strategies** Differences **Hypotheses** Differences Taking Summarizing & Note Taking Homework & Cooperative Learning Summarizing & Note Cooperative Learning

Performance

Assessment

Forced Choice

8.6, 8.7, 8.8

Teacher Observation

8.1, 8.2, 8.4, 8.5,

Essay

Taking

Essay

Short Written

Performance

Assessment

8.1, 8.2, 8.3, 8.4,

8.5, 8.6, 8.7, 8.8

Response

Setting Objectives & Providing Feedback

Performance Assessment

8.1, 8.2, 8.3, 8.4, 8.5,

Nonlinguistic

Essav

Oral report

8.6, 8.8

Representation

Reinforcing Effort &

Essay

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

8.1, 8.6, 8.7, 8.8

Oral Report

Summarizing & Note Practice Taking Questions, Cues & **Advance Organizers**

Forced-Choice

Short Written

8.2, 8.3, 8.4, 8.5,

8.6, 8.7, 8.8

Response

Essay

Forced-Choice

Short Written

8.3, 8.4, 8.7

Response

Research-

Based

Assessment

Strategies

Oral

Reading Writing

Instructional

Strategies

Research-

Based

Assessment

Strategies

Oral

Reading

Writing Research Questions, Cues, &

Advance Organizers

Homework &

Forced-Choice

Short Written

9.3, 9.5, 9.9

Response

Practice

Similarities &

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

Advance Organizers

9.2, 9.3, 9.4, 9.5,

9.6, 9.7, 9.8, 9.9

Differences

Taking

Generating & Testing

Cooperative Learning

Teacher Observation

9.1, 9.2, 9.3, 9.4,

9.5, 9.6, 9.7, 9.8.

Forced Choice

Hypotheses

Performance

Assessment

Essay

9.9

2008-2009

Summarizing & Note

Cooperative Learning

Reinforcing Effort &

Providing Recognition

Student Self-Assessment

Performance Assessment

9.1, 9.2, 9.4, 9.6, 9.7

Teacher Observation

Taking

Essay

Oral Report

Similarities & Differences

Performance Assessment

9.1, 9.2, 9.3, 9.4, 9.5,

9.6, 9.7, 9.8, 9.9

Summarizing & Note

Setting Objectives & Providing Feedback

Nonlinguistic

Representation

Taking

Essay

Oral report

and Research-Based Strategies for	Increasing Student Achievement in the 21st Century	

Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating
Research- Based	Similarities & Differences	Nonlinguistic Representation	Nonlinguistic Representation	Generating & Testing Hypotheses	Generating & Testing Hypotheses	Generating & Testing Hypotheses

Similarities &

Summarizing & Note

Differences

Taking

Essay

Short Written

Performance

Assessment

9.9

9.1, 9.2, 9.3, 9.4,

9.5, 9.6, 9.7, 9.8,

Response

Strategies

Research-

Based

Assessment

Strategies

Oral

Reading

Writing

Research

Questions, Cues, &

Homework &

Forced-Choice

Short Written

Response

10.6

Practice

Advance Organizers

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

10.3, 10.4, 10.8

Response

Essay

Advance Organizers

Differences

Taking

2008-2009 v а

	virginia English Standards of Learning, Revised Bloom's Taxonomy,	200
and Re	esearch-Based Strategies for Increasing Student Achievement in the 21st Ce	entury

a	and Research-Based Strategies for increasing Student Achievement in the 21 Gentury									
Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating				
Question Cues	Recalling information: Recognizing, listing, describing, retrieving, naming, finding	Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifying, explaining, comparing, exemplifying, inferring	Using information in another familiar situation: Implementing, carrying out, using, executing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding	Justifying a decision or course of action: Checking, hypothesizing, critiquing, experimenting, judging	Generating new ideas, products, or ways of viewing things: Designing, constructing, planning, producing, inventing, generating				
Research- Based	Similarities & Differences	Nonlinguistic Representation	Nonlinguistic Representation			Generating & Testing Hypotheses				
Instructional	Questions, Cues, &	Similarities &	Generating & Testing	Similarities &	Similarities & Differences	Summarizing & Note				

Summarizing & Note

Differences

Taking

Essay

Short Written

Performance

Assessment

10.1, 10.2, 10.3,

10.4, 10.5, 10.6,

10.7, 10.8, 10.9,

10.10, 10.11

Response

Generating & Testing

Cooperative Learning

Teacher Observation

10.1, 10.4, 10.5,

10.7, 10.8, 10.9,

Forced Choice

Hypotheses

Performance

Assessment

Essay

10.11

Summarizing & Note

Cooperative Learning

Reinforcing Effort &

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

10.1, 10.7, 10.10,

Taking

Essay

Oral Report

10.11

Summarizing & Note

Setting Objectives & Providing Feedback

Performance Assessment

Nonlinguistic

Representation

Taking

Essay

10.11

Oral report

10.2, 10.3, 10.6,

10.7, 10.9, 10.10,

Using information

in another familiar

Implementing,

using, executing

carrying out,

Nonlinguistic

Hypotheses

Performance

Assessment

Forced Choice

Essay

Representation

Generating & Testing

Cooperative Learning

situation:

IS	Н	1	1

5H 11	Virginia English Standards of Learning, Revised Bloom's Taxono
and Da	annul Daned Ctustonian for Ingresoing Ctustont Aphinesent in the

ISH 11 Virginia English Standards of Learning, Revised Bloom's Taxonomy, 2008-2								
aı	and Research-Based Strategies for Increasing Student Achievement in the 21st Century							
е	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		

information into

parts to explore

understandings

deconstructing,

Generating & Testing

Summarizing & Note

interrogating,

finding

Hypotheses

Similarities &

Differences

Taking

Essay

Short Written

Performance

Assessment

11.10

11.1, 11.2, 11.3,

11.4, 11.5, 11.6,

11.7, 11.8, 11.9,

Response

Comparing.

organizing,

and relationships:

Breaking

Justifying a decision

or course of action:

Checkina.

critiquing,

Hypotheses

Taking

Essav

Oral report

iudging

hypothesizing,

experimenting.

Generating & Testing

Summarizing & Note

Setting Objectives &

Providing Feedback

11.1, 11.2, 11.3,

11.4, 11.7, 11.8,

11.9, 11.10

Performance Assessment

Nonlinguistic

Representation

Similarities & Differences

а	n
Cognitive Domain	
Question	

Remembering Recalling information: Recognizing,

Understanding Explaining ideas or concepts: Interpreting, summarizing, paraphrasing, classifving.

explaining,

comparing,

inferring

Nonlinguistic

Similarities &

Differences

Taking

Representation

Summarizing & Note

Questions, Cues &

Forced-Choice

Short Written

Response

Essay

Advance Organizers

11.1, 11.3, 11.4,

11.5, 11.6

exemplifying,

Research-**Based** Instructional **Strategies**

Similarities & Differences Questions, Cues, & **Advance Organizers** Homework & Practice Forced-Choice

Response

11.3, 11.5

naming, finding

Generating & Testing **Hypotheses** Summarizing & Note Taking Cooperative Learning

Reinforcing Effort &

Essay

Oral Report

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

11.1, 11.7, 11.9

Generating new

ways of viewing

things:

Designing,

constructing.

ideas, products, or

planning, producing,

inventing, generating

Research-Based Short Written Assessment

Strategies

Oral

Reading

Writing

Research

Cues

listing.

describina. retrievina.

Teacher Observation

11.1, 11.3, 11.4,

11.5, 11.6, 11.7,

11.8, 11.9, 11.10

describina.

retrievina.

naming, finding

Similarities &

Homework &

Forced-Choice

Short Written

12.3, 12.5, 12.8

Response

Practice

Questions, Cues, &

Advance Organizers

Differences

paraphrasing,

classifving.

explaining,

comparing,

inferring

Nonlinguistic

Similarities &

Differences

Taking

Representation

Summarizing & Note

Questions, Cues &

12.3, 12.5, 12.6

Forced-Choice

Short Written

Response

Essay

Advance Organizers

exemplifying,

Research-

Based Instructional

Strategies

Research-

Based

Assessment

Strategies

Oral

Reading

Writing Research Designing.

constructing.

planning, producing,

inventing, generating

Generating & Testing

Summarizing & Note

Cooperative Learning

Reinforcing Effort &

Providing Recognition

Student Self-Assessment

Performance Assessment

Teacher Observation

12.1, 12.7, 12.8

Hypotheses

Taking

Essay

Oral Report

Virginia English Ctandards of Learning Deviced Bloom's Toy

carrying out.

Nonlinguistic

Hypotheses

Performance

Assessment

Forced Choice

12.1, 12.4

Essay

Representation

Generating & Testing

Cooperative Learning

Teacher Observation

using, executing

		virgini	ia English Stand	iai us oi	Learnii	ig, Revised	ווטטום ג	ii S Taxoni	Jilly,	
aı	nd Re	search-B	Based Strategies	for Inc	reasing	Student A	chieve	ment in th	e 21 st C	entury

Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question	Recalling	Explaining ideas	Using information	Breaking	Justifying a decision	Generating new
Cues	information:	or concepts:	in another familiar	information into	or course of action:	ideas, products, or
	Recognizing,	Interpreting,	situation:	parts to explore	Checking,	ways of viewing
	listing,	summarizing,	Implementing,	understandings	hypothesizing,	things:

and relationships:

Comparing.

organizing,

deconstructing,

Generating & Testing

Summarizing & Note

interrogating,

finding

Hypotheses

Similarities &

Differences

Taking

Essay

12.8

Short Written

Performance

Assessment

12.2, 12.3, 12.4,

12.5, 12.6, 12.7,

Response

critiauina.

Hypotheses

Nonlinguistic

Representation

Taking

Essav

Oral report

12.2, 12.4, 12.5,

12.6, 12.7, 12.8

iudging

experimenting,

Generating & Testing

Summarizing & Note

Setting Objectives & Providing Feedback

Similarities & Differences

Performance Assessment