



Brigham Young University
Educator Preparation Program

Teacher Work Sample Guidelines (TWS)

Academic Year 2016-2017

The Renaissance Partnership For Improving Teacher Quality

The June 2002 Teacher Work Sample, prompt and scoring rubric was revised by representatives from the eleven Renaissance Partnership Project sites:

California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.

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The Renaissance Partnership for Improving Teacher Quality is a Title II federally funded project with offices at Western Kentucky University. Director: Roger Pankratz roger.pankratz@wku.edu

In September 2003, The Department of Teacher Education at Brigham Young University made some modifications to the original Renaissance Teacher Work Sample document to reflect the specific outcomes relative to the Educator Preparation Program (EPP) at BYU. In addition, the Interstate Teacher Assessment and Support Coalition (InTASC, 1992) Principles/Standards have been incorporated in the Teacher Work Sample. Permission to modify was granted by Roger Pankratz, August 2003, in a verbal conversation and via email. In August 2006 the prompts and rubrics were further refined and the evaluation scale was broadened to 0-5. It is anticipated that revisions will continue to be made periodically to continue to reflect the EPP at Brigham Young University.

Reference: InTASC's *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (1992). www.ccsso.org

Overview of Teacher Work Sample (TWS)

1. Identify a topic/unit that aligns with what you are expected to teach during student teaching or internship.
 2. Prepare a work sample:
 - describing the **contextual factors** that may influence student learning,
 - identifying **learning goal(s)** based on state and/or district content standards,
 - creating an **assessment plan** designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) the sample lessons, and
 - **design instruction** (lessons) based on your overall learning goal.
 3. Teach the lessons you have prepared.
 4. Report results:
 - **describe** your instructional decision-making,
 - **report** student learning using the results from the post-assessments,
 - **reflect** upon and evaluate your teaching and **analyze** what caused students to learn.
 5. Finalize the preparation of your TWS using the format guidelines below.
 - **Cover Page.** Include (a) your name and BYU ID# (b) grade level and subject taught, (c) major, (d) date (e) your university
 - **Table of Contents.** List the sections and attachments in your TWS document with page numbers.
 - **Charts, Graphs and Attachments.** Charts, graphs and assessment instruments are required as part of the TWS document. A few samples of student work may also be included. Be selective and make sure your attachments provide clear evidence of your performance or student learning.
 - **Length.** A suggested page length is given at the end of each section. The total length of your document (excluding items in the Appendix A) typically will be 18-20 pages, double-spaced, 12-point font, 1" margins.
 - **References and Credits.** If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association").
 - **Anonymity.** To ensure the privacy of students in your class, do not include any student names in any part of your TWS.
 - **Comprehensiveness of the TWS.** All TWS must be submitted in complete form including required appendices, charts, graphs, student work samples, etc. Incomplete TWSs will be returned to the candidate ungraded.
 6. Submit an e-copy of the TWS, titled "Teacher Work Sample," **on mylink** by the due date.
 7. Scoring will be done using the following scale
 - 0 = **Missing**- not there
 - 1 = **Deficient** - Requires Intervention
 - 2 = **Basic Competence** - Meets Requirement
 - 3 = **Advanced Competence** - Above Basic Requirement
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Seven Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators A summary of the requirements is listed in the rubric of each component
Contextual Factors <i>The teacher uses information about the learning-teaching context and student individual differences in setting learning goal(s) and planning instruction and assessment.</i> <ul style="list-style-type: none">• Knowledge of community, school, and classroom factors• Knowledge of characteristics of students• Implications for instructional planning and assessment
Learning Goals <i>The teacher sets significant, challenging, varied and appropriate learning goal(s) based on state/district content standards.</i> <ul style="list-style-type: none">• Clarity of learning goals• Alignment with national, state or local standards (Common Core State Standards)• Complexity of thinking (i.e. Bloom's Taxonomy)• Appropriateness of objectives for students
Assessment Plan <i>The teacher uses multiple assessment modes aligned with learning goal(s) to assess student learning before, during and after instruction.</i> <ul style="list-style-type: none">• Multiple modes• Clarity of criteria and standards for performance• Adaptations based on the individual needs of students• Quality of Assessments
Design for Instruction <i>The teacher designs instruction for specific learning goal(s) that address characteristics and needs of students, and the learning context.</i> <ul style="list-style-type: none">• Use of contextual information• Quality of the instructional strategies• Use of technology• Adaptations based on the individual needs of students• Unit Outline
TEACH YOUR UNIT
Instructional Decision-Making <i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i> <ul style="list-style-type: none">• Modifications based on analysis of student learning from pre-assessments• Sound professional practice
Report of Student Learning <i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i> <ul style="list-style-type: none">• Clarity and accuracy of profile• Summary of the tables/charts• Evidence of impact on student learning
Reflection and Self-Evaluation <i>The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.</i> <ul style="list-style-type: none">• Interpretation of student learning• Insights on effective instruction and assessment• Implications for future teaching• Implications for professional development

TWS 1

Contextual Factors

UETS Standard 2: Learning Differences
InTASC Standard 2: Learning Differences

PURPOSE: To help you identify contextual factors in your classroom that will influence your instruction.

- Use the Utah State Office of Education website to identify relevant data on the racial/ethnic breakdown of your school.
- Use city websites, documents, etc. to identify your community's history and relevant data for the community. You need to know information about your school's larger community.
- Interview your cooperating teacher to identify relevant contextual factors that affect the classroom and possibly your instruction. Also peruse your school's website to glean additional information on the school contextual factors.
- Write the Contextual Factors narrative. Submit the narrative on mYlink.

USE THE FED FORM

Use the FED Form to collect school and classroom demographic information you need to complete this section.

INTERVIEW YOUR COOPERATING TEACHER, FACILITATOR, OR MENTOR

Arrange to have an interview with your cooperating teacher. This interview will help you to get more information regarding student demographics, needs, and characteristics.

Cooperating Teacher: Name _____

Fill out this chart using information from your cooperating teacher:

Classroom Breakdown	Your Individual Classroom Data
Total Number of Students in Your Class	
Number of African American Students in Your Class	
Number of American Indian Students in Your Class	
Number of Asian Students in Your Class	
Number of Hispanic Students in Your Class	
Number of Pacific Islander Students in Your Class	
Number of White Students in Your Class	
Number of English Language Learners in Your Class	
Number of Students with Disabilities in Your Class <i>(Students with active IEPs, Students with physical/mental/emotional handicaps with 504 status)</i>	
Number of Students in Accelerated Programs in Your Class <i>(Gifted and Talented, Honors, Advanced Placement)</i>	

Discuss the following questions with your cooperating teacher:

How do the location of the school, the community and school populations, the socio-economic profile, and the racial/ethnic demographic influence the classroom environment?

What types of support does the school receive from parents and from the community?

What specific help does your school have from the district or Federal Government to help with special populations in your school?

How do the following factors affect the instructional process? How do they enhance or detract from the effectiveness of the instruction?

- Physical features of the school or classroom
- Access to technology and equipment
- School and class rules, schedules, and routines
- Student characteristics (*levels of development, achievement, and prior knowledge*)
- Exceptional students
- Students' varying learning modalities

How is curriculum developed because of the above factors?

- In what areas of the class curriculum do the students excel?
- In what areas of the class curriculum do the students struggle?
- On which areas of the class curriculum should I focus my attention when deciding upon a possible teaching unit for my teacher work sample?
- Which areas of the class curriculum should I avoid when deciding upon a possible teaching unit for my teacher work sample?

NARRATIVE

Using the information compiled thus far about the classroom, school, and community you are student teaching or completing your internship in, write up a 1-2 page detailed narrative explaining the data gathered on the contextual factors. Describe how the data gathered affects your instructional choices.

1. Contextual Factors Rubric

Rating→ Indicator↓	3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
1.A Community, School, & Classroom Factors	Significantly Exceeds Basic Competence	Candidate displays relevant knowledge of the characteristics of the community, school, and classroom that may affect learning.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
1.B Student Characteristics	Significantly Exceeds Basic Competence	Candidate displays an understanding of student differences (e.g. development, interests, culture, abilities/disabilities) that may affect learning.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
1.C Instructional Implications	Significantly Exceeds Basic Competence	Candidate provides implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:					

TWS 2

Learning Goals

UETS Standards 1: Learner Development; 2: Learning Differences; and 6: Instructional Strategies
InTASC Standards 1: Learner Development; 2: Learning Differences; and 7: Planning for Instruction

PURPOSE: To help you create a framework for your teaching unit informed by the contextual factors and student needs that you have previously identified.

- Decide on a unit of study to teach. Name the unit.
- Craft overall educational learning goals for your unit.
- Align the unit goals with the National Standards for your content area.
- Label and briefly describe the learning levels (e. g., Bloom’s Taxonomy, see Appendix A) represented in the unit goals.
- Write the learning goals narrative.

LEARNING GOALS

List the learning goals (not the activities) that will guide the planning, delivery, and assessment of your unit. The goals should reflect the big ideas or structure of the discipline. Number each learning goal so you can reference them later.

ALIGNMENT

Show how the goals are aligned with local, state, or national standards. Identify the source of the standards.

LEVEL OF THINKING OF EACH GOAL

Describe the level (e. g., Bloom’s Taxonomy, see Appendix A) of each learning goal.

APPROPRIATE

Discuss how your learning goals are appropriate in terms of developmental level of students and their cultural backgrounds. Include the unit title and how the unit goals align with national or state standard(s). Discuss the levels of learning (e. g., Bloom’s Taxonomy, see Appendix A) of your learning goals.

NARRATIVE

For each learning goal describe how it reflects a big idea of the discipline, and how it aligns with local, state, or national standards. Discuss the variety of levels of learning that are addressed by the goals. Discuss how your defined goals are appropriate for the expected developmental levels of the students and their cultural backgrounds.

2. Learning Goals Rubric

Rating→ Indicator↓	3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
2.A Unit Goals	Significantly Exceeds Basic Competence	The goals reflect a “big idea” in the discipline.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
2.B Alignment	Significantly Exceeds Basic Competence	The goals align with identified local, state, or national standards	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
2.C Levels of Learning	Significantly Exceeds Basic Competence	Goals reflect a variety of levels of learning (e.g. Bloom’s Taxonomy).	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
2.D Appropriateness	Significantly Exceeds Basic Competence	Goals are appropriate for the expected development and cultural background of students.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:					

TWS 3 Assessment Plan

UETS Standards 1: Learner Development; 4: Content Knowledge; and 5: Assessment
InTASC Standards 1: Learner Development; 4: Content Knowledge; and 6: Assessment

PURPOSE: To help you develop a variety of methods for assessing the learning goals for your teaching unit and align the assessments with the level of learning of each goal.

- Identify how you will assess students' learning and growth as it relates to each learning goal.
- Align the assessment with the level of learning of each goal.
- Identify appropriate performance criterion for the assessment method.
- Discuss potential adaptations you will need to consider for each assessment based on contextual factors and student needs.
- Defend the quality of your assessments in narrative.

ASSESSING THE LEARNING GOALS

Structure a pre-assessment, formative, and a post- (or final) assessment for each unit goal to adequately measure student growth. Include a discussion of how will you learn what prior knowledge students have and how will you determine whether or not the students have mastered the learning goal?

ALIGNMENT

The assessment method aligns with the level of learning of the identified learning goal.

PERFORMANCE CRITERION

Identify the performance criterion for the assessment method which should include how you will evaluate students' performance on the assessments and the indicator of proficiency.

For example:

(Specific to Department)

POTENTIAL ADAPTATIONS

For each individual assessment goal you have listed above, brainstorm the possible adaptations you will need to make based on contextual factors and specific student needs. Consider the range of factors throughout the unit. You can add this to the information already created for the individual goals in this document.

For example:

(Specific to Department)

NARRATIVE

Write a 1-2 page narrative explaining your assessment plan. Why did you choose the particular method of assessment? Does it assess what you want your students to learn? Does it help you see where your students are at the beginning of the unit (pre-assessment, screening for prior knowledge, or discovering misconceptions)? How will the assessment show growth in the students?

3. Assessment Plan Rubric

Rating→ Indicator↓	3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
3.A Pre-, Formative, and Post- Assessments	Significantly Exceeds Basic Competence	The plan includes a pre-, formative, and post- assessment that measures student growth for each learning goal.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
3.B Alignment with Level of Learning	Significantly Exceeds Basic Competence	The assessment method aligns with the level of learning (e.g. Bloom’s Taxonomy) of the identified learning goal.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
3.C Performance Criterion	Significantly Exceeds Basic Competence	For each assessment method there is a performance criterion which includes how you will evaluate students’ performance on the assessments and the indicator of proficiency.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
3.D Appropriateness	Significantly Exceeds Basic Competence	A variety of adaptations are identified that are appropriate to meet the individual needs to students.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:					

TWS 4

Design for Instruction

UETS Standards 2: Learning Differences; 3: Learning Environments; and Standard 6: Instructional Planning; and 7: Instructional Strategies

InTASC Standards 2: Learner Differences; 3: Learning Environments; 7: Planning for Instruction; and 8: Instructional Strategies

PURPOSE: To help you design your unit instruction related to learning goals, students' characteristics and needs, and the specific learning context.

- Design lessons that address contextual factors and student needs.
 - Select a variety of appropriate instructional strategies that focus on student learning.
 - Include technology that will enhance the instruction and that students can use as part of the learning process.
 - Describe how your instruction will integrate with a variety of content areas (e. g., literacy, art, music, mathematics, science).
 - Identify adaptations to customize your instruction for specific special needs and exceptional students in your classroom.
 - Write your lesson plans for the entire unit. Include supplements and assessments with the lesson plans.
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PREPARE LESSON PLANS

Create each lesson and lesson materials that will support the unit goals already developed. Use a variety of appropriate instructional strategies. Include technology that will enhance the instruction and that students can use as part of the learning process. Describe how your instruction will integrate with a variety of content areas (e. g., literacy, art, music, mathematics, science). Reminder---Your complete lessons will include detailed plans, lecture notes, supplements, handouts, etc.

REVIEW FOR INTEGRATION AND ADAPTATIONS

After designing your lessons, examine the sequence of events or steps in your lesson plan and determine where integration with other content areas might occur, technology might enhance student learning, literacy strategies are used (how students access, analyze, evaluate, and create), and adaptations in instruction for special needs are needed.

NARRATIVE

Write a 1-2 page narrative analyzing your lessons based on how they support unit goals, integrate with other content areas if possible, utilize technology, and include literacy strategies where appropriate. Discuss the ways in which your instruction is designed to meet the needs of all learners including student with disabilities and English Language Learners.

4. Design for Instruction Rubric

Rating→ Indicator↓	3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
4.A Contextual Information	Significantly Exceeds Basic Competence	Lessons address contextual factors and student needs.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
4.B Instructional Strategies	Significantly Exceeds Basic Competence	A variety of instructional strategies that focus on student learning are used throughout the unit.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
4.C Technology	Significantly Exceeds Basic Competence	Students use technology that will enhance the instruction and that students can use as part of the learning process.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
4.D Integration	Significantly Exceeds Basic Competence	Instruction integrates with a variety of content areas (e.g., literacy, art, music, mathematics, science).	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
4.E Adaptions	Significantly Exceeds Basic Competence	A variety of appropriate adaptations are identified to meet the individual needs of students.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
4.F Overall Unit Plan	Significantly Exceeds Basic Competence	Lessons are logically sequenced, student interest/engagement would be high. Lesson plans are included in Appendix B.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:					

TWS 5 Instructional Decision-Making

Based on Analysis of Screening for
Prior Knowledge or Misconceptions of Students, or Pre-requisite Skills
and Formative Assessments

UETS Standards 4: Content Knowledge; and 7: Instructional Strategies
InTASC Standards 5: Application of Content; and 8: Instructional Strategies

PURPOSE: To describe the ways you modified your original design for instruction based on formative assessment. Be specific in what caused you to modify your teaching "midstream."

FORMATIVE ASSESSMENT

How did formative assessment help you identify which students were "getting the concept," and which students needed intensified instruction?

CHANGES TO INSTRUCTION

How did you modify instruction or use supplemental instruction to improve the learning of all students?

NARRATIVE

Incident #1

Screening for Prior Knowledge or Misconceptions of Students

- a. In a narrative, describe how you modified your instruction based on analysis of screening for prior knowledge or misconceptions of students, or pre-requisite skills of one student.
- b. **Sound Professional Practice**—Continue your narrative and explain why your modification should have improved student progress based on your understanding of sound professional practice. Describe the outcome. Did you get the result you anticipated from making the modification?

Incident #2

Formative Assessment of Students

- c. **Modifications Based on Analysis of Formative Assessment** — In a narrative, describe how you modified your instruction based on formative assessment of one student.
- d. **Sound Professional Practice**— Continue your narrative and explain why your modification should have improved student progress based on your understanding of sound professional practice. Describe the outcome. Did you get the result you anticipated from making the modification?

5. Instructional Decision-Making Rubric

Rating→ Indicator↓	3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
5.A Modifications Based on Analysis of Pre- assessment	Significantly Exceeds Basic Competence	Appropriate modifications of the instructional plan are made to address pre-assessment data.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
5.B Modifications Based on Formative Assessment	Significantly Exceeds Basic Competence	Instructional decisions reported are appropriate based on formative assessment.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:					

TWS 6

Summative Report of Student Learning

UETS Standard 5: Assessment
InTASC Standard 6: Assessment

PURPOSE: To analyze student assessment data, including screening and formative assessments to determine students' progress related to the unit learning goals. Use graphic representations and narrative to communicate the performance of the whole class and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

COLLECT AND ANALYZE DATA OF STUDENT LEARNING

- **Whole class**— To analyze the progress of your whole class, create a graphic summary that shows the extent to which your students made progress (from initial instruction to final instruction) toward the performance criterion that you identified for each learning goal identified in your Assessment Plan section.
- **Supplemental Instruction:** Select a student that required supplemental instruction based on the assessment data. Create a spreadsheet, graph, or table that shows the performance of the student on the assessments **on one unit learning goal**.
- **Individual Accommodation:** Select a student who required individual accommodation (either high or low performing). Create a spreadsheet, graph, or table that shows the performance of the student on the assessments **on one unit learning goal**.

NARRATIVE

Write a 1-2 page summary of the students' learning during your unit of instruction. Summarize what the graph tells you about students' learning in this unit for the whole class (e.g., the number of students who met the criterion). Explain why you selected the student who received supplemental instruction based on the student data and summarize his/her learning in this unit. Do the same thing for the student who received an individual accommodation.

6. Report of Student Learning Rubric

Rating→ Indicator↓		3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
6.A Whole Class	Data Summary	Significantly Exceeds Basic Competence	Summary is meaningful and appropriate conclusions are drawn from the data.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
	Impact on Student Learning	Significantly Exceeds Basic Competence	Adequate evidence is provided on who achieved and made progress toward the learning goal and/or each objective.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
6.B Student needing supplemen- tal Instruction	Data Summary	Significantly Exceeds Basic Competence	Summary is meaningful and some appropriate conclusions are supported by data.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
	Impact on Student Learning	Significantly Exceeds Basic Competence	Adequate evidence is provided that showed why the selected student data helped the teacher provide supplemental instruction.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
6.C Student needing individual accommo- dation	Data Summary	Significantly Exceeds Basic Competence	Summary is meaningful and some appropriate conclusions are supported by data.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
	Impact on Student Learning	Significantly Exceeds Basic Competence	Adequate evidence is provided that showed why the selected student data helped the teacher provide individual accommodations.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:						

TWS 7 Reflection and Self-Evaluation

UETS Standard 8: Reflection and Continuous Growth; 9: Leadership and Collaboration; and 10: Professional and Ethical Behavior

InTASC Standards 9: Professional Learning and Ethical Practice; and 10: Leadership and Collaboration

PURPOSE: To evaluate your performance as a teacher and link your performance to student learning results.

NARRATIVE

Write a 3-4 page narrative that will reflect on your performance in teaching the unit and identify future action that could for improve your teaching and professional growth. You can use the following prompts to help you construct your narrative:

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

7. Reflection and Self-Evaluation Rubric

Rating→ Indicator↓	3 Advanced Competence	2 Basic Competence	1 Deficient	0 Missing	Score
7.A Interpretation of Student Learning	Significantly Exceeds Basic Competence	Provides adequate reasons for why students met or did not meet the learning goal and objectives.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
7.B Insights on Effective Instruction and Assessment	Significantly Exceeds Basic Competence	Identifies the most and the least successful activities and assessments and explores plausible reasons for their success or failure.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
7.C Implications for Personal Professional Improvement	Significantly Exceeds Basic Competence	Identifies two areas for improvement and lists and describes specific professional activities to improve those areas.	Does not meet Basic Competence	Candidate did not include any of the evidence for the subsection	
Summary:					

APPENDIX A

Bloom's Taxonomy

Competence	Skills Demonstrated	Question Cues	Teaching Uses
Remembering <i>(knowledge from long-term memory)</i>	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter 	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, repeat, specify, relate, recognize, recall, state	CD's, films, videos, models, events, media, diagrams, books, written records, etc.
Understanding <i>(determining meaning)</i>	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences 	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, explain, put in your own words, express, retell, compare, paraphrase, demonstrate, outline	Trends, consequences, tables, cartoons, etc.
Applying <i>(making use of the knowledge)</i>	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge 	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, use, dramatize	Collection of items, diary, photographs, sculpture, illustration, etc.
Analyzing <i>(taking apart the known)</i>	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components 	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, choose, organize, investigate	Graph, survey, diagram, chart, questionnaire, report, etc.
Evaluating <i>(judging outcomes)</i>	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity 	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize	Letters, discussion panel, court trial, survey, self-evaluation, value, allusions, etc.
Creating <i>(putting things together in another way)</i>	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions 	synthesize, combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite	Article, radio show, video, puppet show, inventions, poetry, short story, etc.

Benjamin S. Bloom, *Taxonomy of Educational Objectives*.
 Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives
 Edited by Lorin W. Anderson, David R. Krathwohl, Benjamin Samuel Bloom
 Published by Longman Publishing Group (December 2000)