

Alignment of

21st Century Skills, the Virginia HISTORY 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

Daniel Mulligan, Ed. D.

2008 – 2009

Virginia History Standards of Learning, Revised Bloom's Taxonomy, 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
	K.1, K.9,	K.1, K.3, K.6, K.7, K.8,	K.3, K.5, K.8,	K.1, K.3, K.4, K.6, K.7, K.8,	K.2, K.4, K.5,	

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	1.2, 1.3, 1.4, 1.7, 1.9, 1.11,	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12,	1.1, 1.2, 1.3, 1.5, 1.6,	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12,	1.5, 1.8, 1.10, 1.12,	

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	2.1, 2.2, 2.3, 2.9,	2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12,	2.4, 2.5, 2.6,	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12,	2.3, 2.10,	2.6,

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	VS.2a, b, c, d, f, g, 3b, 3d, 3g, 4b, c, d, 5b, c, 6b, c, 7a, b, c, 8a, b, c, 9b, c, d, 10a, 10b,	VS.2a, 2c, 2e, 2f, 3a, 3c, 3d, 3f, 3g, 4a, 4e, 5a, 6a, 7a, 9a, b, 10c,		VS.2a, 2b, 2c, 2d, 2e, 2g, 3a, 3b, 3c, 3d, 3e, 3g, 4a, 4b, 6a, 9a, 10c,	VS.2c, 2e, 2g, 3a, 3b,	

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	USI.2a, b, c, d, 3a, b, 4a, c, 5a, b, 6a, b, c, d, 7b, c, 8a, b, d, 9a, b, c, d, e, f,	USI.2c, d, 4a, 5c, d, 7a, 9b,	3a, 6a, b, 7b, 8b, c, d, 9a,	USI.2a, b, c, d, 3a, b, c, 4a, b, c, 5a, b, c, d, 6a, c, 8a, b, c, d, 9a, b, c, d, e, f,	USI.6b, 7b, 8b, c, d,	

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	USII.2c, 3a, b, c, 4b, c, d, e, 5a, b, c, 6a, b, c, d, 7a, b, c, 8a, b, c, d, e, 9a, b, c, d,		USII.2b, c, 3a, 4b, c, d, e, 5b, 6a, d, 7a, c, 8a, b, c, d, 9b,	USII.2a, b, c, 3a, b, 4a, b, c, d, e, 5a, c, 6a, b, c, d, 7a, b, c, 8a, c, d, 9b,	USII.8a,	

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

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	CE.2a,c,d, 3a, b,c,d,e, 5a,c,e,f, g, 6a, c, d, 7a, b,d, 8a,b,c, 9a,b,c, 10a,b, 11b,c,d, 13a,b,	CE.2d, 3a, 5a, b, c, 6b, 7c, 10c, d, 11a, 12a, b, c, d, 13c, d, e, f, 14a-f,	CE.4a-g,	CE.2b, c, d, 3a, b, c, 5a, b, d, e, f, 6c, d, 7b, c, d, 9a, b, 12a, 13d, f, 14d, f,	CE.3c, d, e, 5b, c, e, f, 6c, d, 7b, c, d, 9c, 11a, 13a, 13c, e, 14d, f,	CE.3a, 5a, b, d, e, f, 6a,

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NNS CE M G PS PFA	8.1, 8.18,	8.1, 8.2, 8.5, 8.6, 8.10, 8.11, 8.12, 8.13, 8.14, 8.16, 8.17, 8.18,	8.3, 8.4, 8.6, 8.7, 8.8, 8.10, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18,	8.1, 8.3, 8.6, 8.7, 8.8, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17,	8.2, 8.7, 8.8, 8.10, 8.12,	8.2, 8.3, 8.9, 8.17, Dan Mulligan, 2008-2009

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EO RF EI S	A.10, A.5, A.15, A.7, A.8,	A.11, A.12, A.13, A.6, A.7, A.14, A.4, A.17,	A.2, A.10, A.11, A.12, A.13, A.5, A.15, A.18, A.1, A.3, A.6, A.7, A.8, A.9, A.14, A.4, A.16,	A.2, A.10, A.11, A.13, A.5, A.15, A.18, A.1, A.3, A.6, A.7, A.8, A.9, A.14, A.4, A.16, A.17,	A.12, A.5, A.15, A.18, A.1, A.3, A.9, A.14, A.16,	A.3 Dan Mulligan, 2008-2009

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LA TL PC TDF CRT		G.3, G.1, G.14	G.3, G.4, G.1, G.5, G.6, G.7, G.8, G.9, G.10, G.12, G.13, G.14, G.2,	G.3, G.4, G.1, G.5, G.6, G.7, G.9, G.10, G.12, G.13, G.14, G.2,	G.11, G.1, G.5, G.6, G.7, G.8, G.2,	G.11, G.12,

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EO RF EI AG SEI	AII.17, AII.10, AII.18, AII.11	AII.1, AII.2, AII.5, AII.8, AII.9, AII.6, AII.10, AII.18, AII.13,	AII.1, AII.2, AII.3, AII.17, AII.8, AII.9, AII.16, AII.4 AII.20, AII.14, AII.6, AII.7, AII.13 AII.11, AII.12	AII.1, AII.2, AII.3, AII.5, AII.17, AII.7 AII.8, AII.9, AII.4, AII.15, AII.16, AII.19, AII.20, AII.12, AII.14	AII.9, AII.15, AII.19, AII.4, AII.6, AII.7, AII.17, AII.13, AII.14,	AII.14 Dan Mulligan, 2008-2009