

# Alignment of

# 21<sup>st</sup> Century Skills, the Virginia SCIENCE 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 21<sup>st</sup> Century Students by

Daniel Mulligan, Ed. D.

2008 – 2009

Cognitive Domain	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<b>Question Cues</b>	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
<b>Research-Based Instructional Strategies</b>	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
<b>Research-Based Assessment Strategies</b>	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
<b>SIRL FMEM, Matter LP/LS, IE/SS EPCC Resources</b>	<b>K.2, K.4, K.7, K.8, K.10,</b>	<b>K.1, K.2, K.3, K.4, K.6, K.7, K.9, K.10,</b>	<b>K.1, K.3, K.4, K.5, K.8,</b>	<b>K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9, K.10,</b>	<b>K.1, K.3, K.5, K.6, K.8,</b>	<b>K.1, K.5,</b>

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<b>SIRL FMEM, Matter LP/LS, IE/SS EPCC Resources</b>	<b>1.7, 1.8,</b>	<b>1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8,</b>	<b>1.1, 1.2, 1.3, 1.6, 1.7, 1.8,</b>	<b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,</b>	<b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,</b>	<b>1.1, 1.2, 1.3, 1.4, 1.6, 1.7,</b>

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<b>SIRL FMEM, Matter LP/LS, IE/SS EPCC Resources</b>	<b>2.2, 2.3, 2.7,</b>	<b>2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8,</b>	<b>2.1, 2.3, 2.4, 2.6, 2.7, 2.8,</b>	<b>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8,</b>	<b>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8,</b>	<b>2.1, 2.2, 2.3, 2.4, 2.5,</b>  Dan Mulligan, 2008-2009

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<b>SIRL FMEM, Matter LP/LS, IE/SS EPCC Resources</b>	<b>3.2, 3.5, 3.9,</b>	<b>3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11,</b>	<b>3.1, 3.4, 3.7, 3.8,</b>	<b>3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11,</b>	<b>3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9,</b>	<b>3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11,</b>
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<b>SIRL FMEM, LP/LS, IE/SS EPCC Resources</b>	<b>4.8,</b>	<b>4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,</b>	<b>4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8,</b>	<b>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,</b>	<b>4.1, 4.3, 4.5, 4.6, 4.7, 4.8,</b>	<b>4.2, 4.3, 4.4, 4.6, 4.7, 4.8,</b>

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<b>SIRL FMEM, Matter LP/LS, IE/SS EPCC</b>	<b>5.7,</b>	<b>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7,</b>	<b>5.1, 5.2, 5.3, 5.5, 5.7,</b>	<b>5.1, 5.3, 5.6, 5.7,</b>	<b>5.1, 5.4, 5.5, 5.6, 5.7,</b>	<b>5.2, 5.4, 5.5, 5.6,</b>

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<b>SIRL FME, Matter LS, IE/SS Resources</b>	<b>6.4, 6.8, 6.9,</b>	<b>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8,</b>	<b>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8,</b>	<b>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9,</b>	<b>6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9,</b>	<b>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8,</b>  Dan Mulligan, 2008-2009

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<b>SI LS Ecosystems ESS</b>	<b>LS.1, LS.4, LS.5, LS.6, LS.9, LS.10, LS.12, LS.13, LS.14,</b>	<b>LS.2, LS.3, LS.5, LS.6, LS.7, LS.8, LS.9, LS.10, LS.11, LS.13, LS.14,</b>	<b>LS.1, LS.2, LS.3, LS.13,</b>	<b>LS.1, LS.2, LS.3, LS.4, LS.5, LS.6, LS.7, LS.8, LS.9, LS.10, LS.11, LS.12, LS.13, LS.14,</b>	<b>LS.1, LS.2, LS.3, LS.4, LS.6, LS.7, LS.8, LS.9, LS.10, LS.11, LS.12, LS.14,</b>	<b>LS.1, LS.2, LS.4, LS.6, LS.7, LS.9, LS.10, LS.12,</b>

**Virginia Science Standards of Learning, Revised Bloom’s Taxonomy, and Research-Based Strategies for Increasing Student Achievement in the 21<sup>st</sup> Century**

<b>Cognitive Domain</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
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<b>SI FMEM</b>	<b>PS.1, PS.2, PS.3, PS.4, PS.5, PS.6, PS.9,</b>	<b>PS.3, PS.4, PS.5, PS.6, PS.7, PS.10, PS.11,</b>	<b>PS.1, PS.3, PS.4, PS.6, PS.8, PS.9, PS.10,</b>	<b>PS.1, PS.2, PS.4, PS.5, PS.6, PS.7, PS.8, PS.10, PS.11,</b>	<b>PS.1, PS.4, PS.10,</b>	<b>PS.1, PS.2, PS.5, PS.6, PS.7, PS.8, PS.9, PS.11,</b>

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<b>SI Geology Met.,Oc,Gr Ast, Sp Sc</b>						

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<b>Oral Reading Writing Research</b>	<b>10.6,</b>	<b>10.3, 10.4, 10.8,</b>	<b>10.1, 10.4, 10.5, 10.7, 10.8, 10.9, 10.11,</b>	<b>10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11,</b>	<b>10.2, 10.3, 10.6, 10.7, 10.9, 10.10, 10.11,</b>	<b>10.1, 10.7, 10.10, 10.11,</b>

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<b>Oral Reading Writing Research</b>	<b>11.3, 11.5,</b>	<b>11.1, 11.3, 11.4, 11.5, 11.6,</b>	<b>11.1, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10,</b>	<b>11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10,</b>	<b>11.1, 11.2, 11.3, 11.4, 11.7, 11.8, 11.9, 11.10,</b>	<b>11.1, 11.7, 11.9,</b>