

# Alignment of

**21<sup>st</sup> Century Rigor, Virginia MATH SOL,**

**Revised Bloom's Taxonomy, Depth of Knowledge and**

**Research-based Instructional/Assessment Strategies (incl. TEI)**



**Purpose:** The intended purpose of this correlation is to align the context of the *Standards of Learning* with the Depth of Thinking (Webb) and the Type of Thinking (Revised Bloom.) 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, Vol. 2* 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**

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**2013 – 2014**

# Cognitive Rigor Matrix for Comprehensive Mathematics Assessment

Depth of Thinking (Webb)+Type of Thinking (Bloom)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
<b>REMEMBER</b>	<ul style="list-style-type: none"> <li>Recall, conversions, terms, facts</li> </ul>			
<b>UNDERSTAND</b>	<ul style="list-style-type: none"> <li>Evaluate an expression</li> <li>Locate points on a grid or number on a number line</li> <li>Solve a one-step equation</li> <li>Represent math relationships in words, pictures, or symbols</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain relationships</li> <li>Make basic inferences or logical predictions from data/observations</li> <li>Use models/diagrams to explain concepts</li> <li>Make and explain estimates</li> </ul>	<ul style="list-style-type: none"> <li>Use concepts to solve non-routine problems</li> <li>Use supporting evidence to justify conjectures, generalize, or connect ideas</li> <li>Explain reasoning when more than one response is possible</li> <li>Explain phenomena in terms of concepts</li> </ul>	<ul style="list-style-type: none"> <li>Relate mathematical concepts to other content areas, other domains</li> <li>Develop generalizations of the results obtained and the strategies used and apply them to new problem situations</li> </ul>
<b>APPLY</b>	<ul style="list-style-type: none"> <li>Follow simple procedures</li> <li>Calculate, measure, apply a rule (e.g. rounding)</li> <li>Apply algorithm or formula</li> <li>Solve linear equations</li> <li>Make conversions</li> </ul>	<ul style="list-style-type: none"> <li>Select a procedure and perform it</li> <li>Solve routine problems applying multiple concepts or decision points</li> <li>Retrieve information to solve a problem</li> <li>Translate between representations</li> </ul>	<ul style="list-style-type: none"> <li>Design investigation for a specific purpose or research question</li> <li>Use reasoning, planning, and supporting evidence</li> <li>Translate between problem &amp; symbolic notation when not a direct translation</li> </ul>	<ul style="list-style-type: none"> <li>Initiate, design, and conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> </ul>
<b>ANALYZE</b>	<ul style="list-style-type: none"> <li>Retrieve information from a table or graph to answer a question</li> <li>Identify a pattern/trend</li> </ul>	<ul style="list-style-type: none"> <li>Categorize data, figures</li> <li>Organize, order data</li> <li>Select appropriate graph and organize &amp; display data</li> <li>Interpret data from a simple graph</li> <li>Extend a pattern</li> </ul>	<ul style="list-style-type: none"> <li>Compare information with or across data sets or texts</li> <li>Analyze and draw conclusions from data, citing evidence</li> <li>Generalize a pattern</li> <li>Interpret data from complex graph</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence or data sets</li> </ul>
<b>EVALUATE</b>			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument</li> <li>Compare/contrast solution methods</li> <li>Verify reasonableness</li> </ul>	<ul style="list-style-type: none"> <li>Apply understanding in a novel way, provide argument or justification for the new application</li> </ul>
<b>CREATE</b>	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generalize conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Develop an alternative solution</li> <li>Synthesize information within one data set</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or data sets</li> <li>Design a model to inform and solve a practical or abstract solution</li> </ul>

Cognitive Domain	Remembering	Understanding	Applying	Analyzing RIGOR	Evaluating RIGOR	Creating RIGOR
<b>Question Cues</b>	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, <b>googling, highlighting, favorite-ing, social networking</b>	Interpreting, summarizing, inferring, explaining, paraphrasing, classifying, exemplifying, <b>annotating, advanced searching, blog journaling, twittering, commenting</b>	Implementing, carrying out, using, executing, <b>running, loading, playing, operating, uploading for collaboration, sharing, editing</b>	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, <b>masing resources, linking, cracking, mind-mapping, tagging</b>	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, <b>(Blog/vlog) commenting, reviewing, posting, moderating, collaborating, networking, reflecting</b>	Designing, composing, constructing, planning, producing, devising, making, <b>programming, filming, animating, Blogging, Video blogging, mixing, remixing, wiki-ing, publishing, videocasting, podcasting, directing</b>
<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  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>NNS CE M G PS PFA</b>	<b>K.1, K.2, K.4, K.5, K.7, K.8, K.11, K.12</b>	<b>K.2, K.3, K.4, K.5, K.7, K.9, K.10, K.11, K.12, K.15, K.16</b>	<b>K.6, K.9, K.11, K.13, K.14, K.15</b>	<b>K.1, K.4, K.10, K.11, K.13, K.14, K.15, K.16</b>	<b>K.4, K.5, K.7, K.11, K.16</b>	<b>K.1, K.2, K.16</b>

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<b>NNS CE M G PS PFA</b>	<b>1.1, 1.3, 1.5, 1.7, 1.11, 1.12, 1.17, 1.18</b>	<b>1.2, 1.6, 1.7, 1.11, 1.15, 1.17</b>	<b>1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 1.13, 1.14</b>	<b>1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18</b>	<b>1.4, 1.14, 1.16</b>	<b>1.13, 1.17, 1.18</b>

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<b>NNS CE M G PS PFA</b>	<b>2.12, 2.17, 2.22</b>	<b>2.1, 2.2, 2.3, 2.5, 2.7, 2.12, 2.13, 2.14, 2.16, 2.20</b>	<b>2.1, 2.4, 2.6, 2.7, 2.8, 2.10, 2.11, 2.13, 2.15, 2.16, 2.17, 2.18, 2.21</b>	<b>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.22</b>	<b>2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.18, 2.19, 2.20</b>	<b>2.8, 2.15, 2.18, 2.20, 2.21</b>

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<b>NNS CE M G PS PFA</b>	<b>3.5, 3.8, 3.13, 3.14, 3.17, 3.18,</b>	<b>3.1, 3.5, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19, 3.20,</b>	<b>3.1, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.15, 3.17, 3.19,</b>	<b>3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.14, 3.16, 3.17, 3.20</b>	<b>3.1, 3.4, 3.16, 3.17, 3.18, 3.19, 3.20,</b>	<b>3.6, 3.17,</b>

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<b>NNS CE M G PS PFA</b>	<b>4.1, 4.12</b>	<b>4.1, 4.2, 4.3, 4.6, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16</b>	<b>4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.13, 4.14, 4.16</b>	<b>4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10, 4.11, 4.13, 4.14, 4.15</b>	<b>4.3, 4.4, 4.6, 4.7, 4.8, 4.11, 4.13, 4.14, 4.16</b>	<b>4.15</b>

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<b>Research-Based Assessment Strategies</b>	Forced-Choice  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>NNS CE M G PS PFA</b>	<b>5.3, 5.9,</b>	<b>5.2, 5.3, 5.5, 5.7, 5.9, 5.16, 5.17, 5.18, 5.19</b>	<b>5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.11, 5.14, 5.15, 5.16,</b>	<b>5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 5.11, 5.12, 5.14, 5.15, 5.16, 5.17,</b>	<b>5.4, 5.5, 5.8, 5.13, 5.14, 5.15, 5.18, 5.19</b>	<b>5.3, 5.4, 5.5, 5.8, 5.13, 5.18,</b>



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<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
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<b>NNS CE M G PS PFA</b>	<b>6.1, 6.3, 6.5, 6.11, 6.13,</b>	<b>6.2, 6.3, 6.5, 6.8, 6.11, 6.12,</b>	<b>6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.10, 6.12,</b>	<b>6.1, 6.2, 6.3, 6.5, 6.9, 6.10, 6.12, 6.13,</b>	<b>6.1, 6.2, 6.10,</b>	<b>6.4, 6.6, 6.7, 6.10,</b>

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<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  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>NNS CE M G PS PFA</b>	<b>7.1, 7.2, 7.5, 7.6, 7.8, 7.9, 7.12, 7.15, 7.16,</b>	<b>7.1, 7.2, 7.4, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12, 7.13, 7.14, 7.15,</b>	<b>7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10, 7.11, 7.13, 7.14, 7.15, 7.16,</b>	<b>7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 7.11, 7.13, 7.16,</b>	<b>7.9, 7.11,</b>	<b>7.3, 7.4, 7.5, 7.8, 7.14,</b>

Cognitive Domain	Remembering	Understanding	Applying	Analyzing RIGOR	Evaluating RIGOR	Creating RIGOR
<b>Question Cues</b>	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, <b>googling</b> , <b>highlighting</b> , <b>favorite-ing</b> , <b>social networking</b>	Interpreting, summarizing, inferring, explaining, paraphrasing, classifying, exemplifying, <b>annotating</b> , <b>advanced searching</b> , <b>blog journaling</b> , <b>twittering</b> , <b>commenting</b>	Implementing, carrying out, using, executing, <b>running</b> , <b>loading</b> , <b>playing</b> , <b>operating</b> , <b>uploading for collaboration</b> , <b>sharing</b> , <b>editing</b>	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, <b>mashing resources</b> , <b>linking</b> , <b>cracking</b> , <b>mind-mapping</b> , <b>tagging</b>	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, <b>(Blog/vlog) commenting</b> , <b>reviewing</b> , <b>posting</b> , <b>moderating</b> , <b>collaborating</b> , <b>networking</b> , <b>reflecting</b>	Designing, composing, constructing, planning, producing, devising, making, <b>programming</b> , <b>filming</b> , <b>animating</b> , <b>Bloggging</b> , <b>Video blogging</b> , <b>mixing</b> , <b>remixing</b> , <b>wiki-ing</b> , <b>publishing</b> , <b>videocasting</b> , <b>podcasting</b> , <b>directing</b>
<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  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>NNS CE M G PS PFA</b>	<b>8.1, 8.2, 8.5, 8.6, 8.8, 8.10, 8.16, 8.17,</b>	<b>8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.11, 8.12, 8.14, 8.15, 8.16, 8.17,</b>	<b>8.3, 8.4, 8.6, 8.7, 8.8, 8.10, 8.11, 8.12, 8.14, 8.15, 8.17,</b>	<b>8.2, 8.3, 8.7, 8.9, 8.12, 8.13, 8.14, 8.15, 8.16,</b>	<b>8.7, 8.10, 8.13,</b>	<b>8.3, 8.7, 8.9,</b>

**Virginia 2009 Math Standards of Learning, Revised Bloom's Taxonomy, and Research-Based Strategies for Increasing Student Achievement in the 21<sup>st</sup> Century**

Cognitive Domain	Remembering	Understanding	Applying	Analyzing RIGOR	Evaluating RIGOR	Creating RIGOR
<b>Question Cues</b>	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, <b>googling, highlighting, favorite-ing, social networking</b>	Interpreting, summarizing, inferring, explaining, paraphrasing, classifying, exemplifying, <b>annotating, advanced searching, blog journaling, twittering, commenting</b>	Implementing, carrying out, using, executing, <b>running, loading, playing, operating, uploading for collaboration, sharing, editing</b>	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, <b>mashing resources, linking, cracking, mind-mapping, tagging</b>	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, <b>(Blog/vlog) commenting, reviewing, posting, moderating, collaborating, networking, reflecting</b>	Designing, composing, constructing, planning, producing, devising, making, <b>programming, filming, animating, Blogging, Video blogging, mixing, remixing, wiki-ing, publishing, videocasting, podcasting, directing</b>
<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  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>EO EI F S</b>	<b>A.2, A.4, A.6, A.7,</b>	<b>A.1, A.2, A.3, A.4, A.6, A.9,</b>	<b>A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8, A.9, A.11,</b>	<b>A.2, A.4, A.5, A.6, A.7, A.9, A.10,</b>	<b>A.4, A.5, A.8, A.9, A.11,</b>	<b>A.1, A.4, A.8, A.9, A.11,</b>

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Cognitive Domain	Remembering	Understanding	Applying	Analyzing RIGOR	Evaluating RIGOR	Creating RIGOR
<b>Question Cues</b>	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, <b>googling</b> , <b>highlighting</b> , <b>favorite-ing</b> , <b>social networking</b>	Interpreting, summarizing, inferring, explaining, paraphrasing, classifying, exemplifying, <b>annotating</b> , <b>advanced searching</b> , <b>blog journaling</b> , <b>twittering</b> , <b>commenting</b>	Implementing, carrying out, using, executing, <b>running</b> , <b>loading</b> , <b>playing</b> , <b>operating</b> , <b>uploading for collaboration</b> , <b>sharing</b> , <b>editing</b>	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, <b>mashing resources</b> , <b>linking</b> , <b>cracking</b> , <b>mind-mapping</b> , <b>tagging</b>	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, ( <b>Blog/vlog</b> ) <b>commenting</b> , <b>reviewing</b> , <b>posting</b> , <b>moderating</b> , <b>collaborating</b> , <b>networking</b> , <b>reflecting</b>	Designing, composing, constructing, planning, producing, devising, making, <b>programming</b> , <b>filming</b> , <b>animating</b> , <b>Blogging</b> , <b>Video blogging</b> , <b>mixing</b> , <b>remixing</b> , <b>wiki-ing</b> , <b>publishing</b> , <b>videocasting</b> , <b>podcasting</b> , <b>directing</b>
<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  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>RLT T PC TDF</b>	<b>G.5, G.10, G.11, G.12, G.13,</b>	<b>G.5, G.8, G.10, G.11, G.12, G.14,</b>	<b>G.1, G.2, G.3, G.6, G.7, G.8, G.9, G.12, G.13,</b>	<b>G.1, G.2, G.3, G.10, G.13, G.14,</b>	<b>G.1, G.4, G.6, G.7, G.9, G.11,</b>	<b>G.5, G.8, G.9, G.10, G.11, G.13, G.14,</b>

Cognitive Domain	Remembering	Understanding	Applying	Analyzing RIGOR	Evaluating RIGOR	Creating RIGOR
<b>Question Cues</b>	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, <b>googling</b> , <b>highlighting</b> , <b>favorite-ing</b> , <b>social networking</b>	Interpreting, summarizing, inferring, explaining, paraphrasing, classifying, exemplifying, <b>annotating</b> , <b>advanced searching</b> , <b>blog journaling</b> , <b>twittering</b> , <b>commenting</b>	Implementing, carrying out, using, executing, <b>running</b> , <b>loading</b> , <b>playing</b> , <b>operating</b> , <b>uploading for collaboration</b> , <b>sharing</b> , <b>editing</b>	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, <b>mashing resources</b> , <b>linking</b> , <b>cracking</b> , <b>mind-mapping</b> , <b>tagging</b>	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, ( <b>Blog/vlog</b> ) <b>commenting</b> , <b>reviewing</b> , <b>posting</b> , <b>moderating</b> , <b>collaborating</b> , <b>networking</b> , <b>reflecting</b>	Designing, composing, constructing, planning, producing, devising, making, <b>programming</b> , <b>filming</b> , <b>animating</b> , <b>Bloggging</b> , <b>Video blogging</b> , <b>mixing</b> , <b>remixing</b> , <b>wiki-ing</b> , <b>publishing</b> , <b>videocasting</b> , <b>podcasting</b> , <b>directing</b>
<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  TEI  Short Written Response	Forced-Choice  TEI  Short Written Response  Essay	Performance Assessment  Essay / TEI  Teacher Observation  Forced Choice	TEI  Essay  Short Written Response  Performance Assessment	Performance Assessment  Essay  Oral report  TEI	Student Self-Assessment  Essay  Performance Assessment  Teacher Observation  Oral Report
<b>EO F EI S</b>	<b>AII.1, AII.2, AII.3, AII.6, AII.7, AII.8, AII.11,</b>	<b>AII.2, AII.3, AII.7, AII.8, AII.9, AII.10, AII.11, AII.12,</b>	<b>AII.4, AII.7, AII.9, AII.10, AII.12,</b>	<b>AII.2, AII.3, AII.4, AII.5, AII.6, AII.8, AII.9,</b>	<b>AII.1, AII.4, AII.5, AII.7, AII.9, AII.11,</b>	<b>AII.2, AII.10,</b>

Practice Space/notes: