

## TAXONOMY (Maine Cohort for Customized Learning)

### USING KNOWLEDGE

Investigating <i>Generate and test a hypothesis using assertions and opinions</i>	Experimenting <i>Generate and test a hypothesis using data collection</i>	Problem Solving <i>Accomplish a goal for which obstacles exit</i>	Decision Making <i>Use information to make a decision</i>	Invention <i>Develop unique product/process that fulfills a perceived need</i>
<ul style="list-style-type: none"> <li>• How did this happen?</li> <li>• Why did this happen?</li> <li>• What would have happened if...?</li> <li>• Investigate</li> <li>• Research</li> <li>• Find out about</li> </ul>	<ul style="list-style-type: none"> <li>• Test the idea that</li> <li>• Based on ___what can be predicted?</li> <li>• What would happen if?</li> <li>• How would you determine if?</li> <li>• How would you test?</li> <li>• How can this be explained?</li> <li>• Why did this happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Solve</li> <li>• Develop a strategy</li> <li>• Figure out a way</li> <li>• How will you reach your goal under these conditions?</li> <li>• How would you overcome?</li> </ul>	<ul style="list-style-type: none"> <li>• Decide</li> <li>• Select the best alternatives</li> <li>• What is the best way</li> <li>• Which of these is most suitable?</li> </ul>	<ul style="list-style-type: none"> <li>• Create</li> <li>• Devise</li> <li>• Generate a new way to</li> <li>• Change the way</li> <li>• Think of another way</li> </ul>

### ANALYZING KNOWLEDGE

Comparing <i>Identify similarities &amp; differences among items</i>	Classifying <i>Identify similarities &amp; differences among lists of items</i>	Abstracting <i>Identify similarities &amp; differences among chunks of info</i>	Analyzing Errors <i>Identify logical or factual errors in knowledge</i>	Analyzing Perspectives <i>Identify reasons logic for multiple perspectives on an issue</i>	Constructing Support <i>Build support for assertions or statements</i>	Deductive Reasoning <i>Identify logical conclusions or predications of information</i>	Inductive Reasoning <i>Infer new generalizations from known knowledge</i>
<ul style="list-style-type: none"> <li>• Compare</li> <li>• Compare &amp; contrast</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> </ul>	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Categorize</li> <li>• Organize</li> <li>• Identify types of</li> <li>• Identify categories</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Compare &amp; contrast</li> <li>• Create an analogy</li> <li>• Create a metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• Revise</li> <li>• Edit</li> <li>• Evaluate</li> <li>• Identify errors</li> <li>• Identify problems</li> <li>• Assess</li> <li>• Critique</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the perspective of</li> <li>• Identify the logic behind</li> <li>• Explain the reasons behind</li> <li>• Explain why someone might think</li> </ul>	<ul style="list-style-type: none"> <li>• Take a position on</li> <li>• Defend your position on</li> <li>• Explaining your reasoning for</li> </ul>	<ul style="list-style-type: none"> <li>• Make &amp; defend</li> <li>• Predict</li> <li>• Judge</li> <li>• Deduce</li> <li>• Develop an argument for</li> <li>• What would have to happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Infer</li> <li>• Create a principle</li> <li>• Create a rule</li> <li>• What inferences can be made?</li> <li>• What conclusions can be drawn?</li> </ul>

### COMPREHENDING KNOWLEDGE

Symbolizing <i>Construct symbolic representations of information</i>	Integrating <i>Identify basic elements/structure of knowledge</i>
<ul style="list-style-type: none"> <li>• Symbolize</li> <li>• Represent</li> <li>• Draw/Illustrate</li> </ul>	<ul style="list-style-type: none"> <li>• Show</li> <li>• Diagram</li> <li>• Chart</li> </ul>
<ul style="list-style-type: none"> <li>• Describe how or why</li> <li>• Describe the key parts of</li> <li>• Describe the relationship between</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the effects</li> <li>• Explain ways in which</li> <li>• Paraphrase, summarize</li> </ul>

### RETRIEVING KNOWLEDGE

Recognizing <i>Identify accurate statements regarding DK and PK</i>	Recalling <i>Produce information regarding DK and PK</i>	Executing <i>Carry out a mental or physical procedure</i>
<ul style="list-style-type: none"> <li>• Recognize</li> <li>• Select from a list</li> </ul>	<ul style="list-style-type: none"> <li>• Identify from a list</li> <li>• Determine if the statements are true or false</li> </ul>	<ul style="list-style-type: none"> <li>• Name</li> <li>• List</li> <li>• Label</li> </ul>
<ul style="list-style-type: none"> <li>• State</li> <li>• Describe</li> <li>• Who, What, Where, When</li> </ul>	<ul style="list-style-type: none"> <li>• Draft</li> <li>• Complete</li> <li>• Solve</li> <li>• Read</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Write</li> <li>• Add, Subtract, Multiply, Divide</li> </ul>

SOURCE: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives (Marzano & Kendall)