

Interest Inventory

Complete the blanks with the most appropriate answer.

My full name is _____.

I have _____ brothers and _____ sisters. I am the youngest/oldest/in between. (circle one)

My favorite subject in school is _____.

My least favorite subject is _____.

My favorite television program is _____

because _____

_____.

The type of music I like best is _____.

If I had extra time at home, I would like to _____

_____.

If I could select a place to visit, I would choose _____

because _____

_____.

The types of classroom activities I enjoy are _____

_____.

I really do not like classroom activities that _____

_____.

If I could study any topic, I would choose _____

because _____

_____.

Name _____

Interest Inventory

Complete the blanks with the most appropriate answer.

My favorite subject...

My favorite foods...

I wish I could study about...

My favorite sport...

I spend my free time...

If I could change something it would be...

I use technology...

I do not like...

My favorite ways to learn...

I learn best when...

In school, I would really like...

I want you to know...

Knowing students' preferences for learning helps capitalize on their strengths and plan instruction more effectively.

Name _____

Learning Style Checklist

Check the characteristics that most describe you.

Learning Style	Characteristic
Visual	<ul style="list-style-type: none"><input type="checkbox"/> I like to look at the teacher when she/he is teaching.<input type="checkbox"/> I like to highlight major points when reading.<input type="checkbox"/> I use pictures, maps, graphs, and visuals to help me learn.<input type="checkbox"/> I take notes when reading or listening.<input type="checkbox"/> I enjoy using computers or other technologies while learning.<input type="checkbox"/> I study in quiet places.<input type="checkbox"/> I see pictures in my head.<input type="checkbox"/> I write down ideas when I read or hear them.
Auditory	<ul style="list-style-type: none"><input type="checkbox"/> I like to read aloud.<input type="checkbox"/> I use a recorder during lectures.<input type="checkbox"/> I enjoy participating in discussions.<input type="checkbox"/> I like to make speeches and presentations.<input type="checkbox"/> I read aloud or talk to myself while learning.<input type="checkbox"/> I often repeat what others say.<input type="checkbox"/> I prefer oral directions.<input type="checkbox"/> I seldom take notes.
Tactile/Kinesthetic	<ul style="list-style-type: none"><input type="checkbox"/> I like to take frequent breaks.<input type="checkbox"/> I like to move while learning.<input type="checkbox"/> I play music while studying.<input type="checkbox"/> I enjoy assignments that use manipulatives.<input type="checkbox"/> I cannot sit for long periods of time.<input type="checkbox"/> I enjoy hands-on learning.<input type="checkbox"/> I like to chew gum, mold clay, or squeeze something while listening.<input type="checkbox"/> I am good at sports.

Name _____

Learning Style Inventory

Check the box next to each statement that most describes you.

Most of the Time	Some of the Time	Not Much of the Time	Statements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. I learn best when I read information rather than listen to someone.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. I like to learn using graphs, charts, illustrations, animations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. I picture things in my head to remember something.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. I like written directions better than those I hear.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can follow directions on a map.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. I like to watch the speaker's face to understand what is meant.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. I remember information when I make notes or write things down.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. I like to see pictures of new words to help me understand the meaning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. I need someone to explain things to me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. I read aloud to understand information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. I like to talk to someone to better understand graphs, charts, or maps.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. I like discussing information or studying with others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. I like to listen to someone read to me rather than read the book all by myself.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. I can learn new words better if I spell them aloud rather than write them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. I like teachers who explain information or lecture.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. I like to hum or sing while I am learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. I learn best by doing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. I enjoy hands-on activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. I like to chew gum or snack while learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. I like to do something while learning such as tapping my fingers or doodling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. I learn better when I am moving.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. I like to stand while working.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. I remember best if I write things down many times and draw pictures or charts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. I like to learn using charades or skits.

Scoring Guide: 5 x ____ (# of checked boxes) **Most of the Time**
 3 x ____ (# of checked boxes) **Some of the Time**
 1 x ____ (# of checked boxes) **Not Much of the Time**

Score: Questions 1 - 8 ____ **Visual Learner**
 Questions 9 - 16 ____ **Auditory Learner**
 Questions 17 - 24 ____ **Tactile/Kinesthetic Learner**

Name _____

Multiple Intelligences Profile

Check each statement that describes you the best.

Multiple Intelligences	Descriptors
Linguistic (Word Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like to read.<input type="checkbox"/> I like to retell and write stories.<input type="checkbox"/> I like to discuss things.<input type="checkbox"/> I take notes when reading or listening.<input type="checkbox"/> I like to learn new words.<input type="checkbox"/> I sound out unknown words.<input type="checkbox"/> I like information that is written or printed.<input type="checkbox"/> I like to speak or make oral presentations.
Logical- Mathematical (Number Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like math.<input type="checkbox"/> I like working puzzles.<input type="checkbox"/> I sort things by color, shape, and size.<input type="checkbox"/> I classify or categorize information.<input type="checkbox"/> I read aloud or talk to myself while learning.<input type="checkbox"/> I make lists.<input type="checkbox"/> I am good at organizing information and things.<input type="checkbox"/> I make outlines to remember things.
Spatial (Picture Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like to draw.<input type="checkbox"/> I like looking at pictures or images.<input type="checkbox"/> I doodle or sketch pictures in the margins of text.<input type="checkbox"/> I can remember faces and names.<input type="checkbox"/> I can find my way around when visiting different places.<input type="checkbox"/> I like creating things.<input type="checkbox"/> I can manage several things at one time.<input type="checkbox"/> I use charts or graphic organizers to remember what I have learned.
Bodily-Kinesthetic (Body Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like hands-on learning.<input type="checkbox"/> I like to move while doing something.<input type="checkbox"/> I like to build or construct things.<input type="checkbox"/> I like using manipulatives.<input type="checkbox"/> I cannot sit for long periods of time.<input type="checkbox"/> I enjoy dancing.<input type="checkbox"/> I like to act out things I need to remember.<input type="checkbox"/> I like to play sports.
Musical (Music Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like singing.<input type="checkbox"/> I can play a musical instrument.<input type="checkbox"/> I listen to music while studying or working.<input type="checkbox"/> I remember the words to songs.

Name _____

Multiple Intelligences Profile

Check each statement that describes you the best.

	<ul style="list-style-type: none"><input type="checkbox"/> I tap the beat of music while it is not playing.<input type="checkbox"/> I hum or sing while I work.<input type="checkbox"/> I like to create rhymes or songs to remember things.<input type="checkbox"/> I like to wear headphones/ear buds while I study.
Interpersonal (People Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like being a leader.<input type="checkbox"/> I like to work in groups.<input type="checkbox"/> I like to make people feel good.<input type="checkbox"/> I like being around people and talking.<input type="checkbox"/> I like building relationships with others.<input type="checkbox"/> I like to discuss what I learn with someone.<input type="checkbox"/> I like to join study groups.<input type="checkbox"/> I like someone to ask me questions before a test.
Intrapersonal (Self Smart)	<ul style="list-style-type: none"><input type="checkbox"/> I like to find places to study without interruptions.<input type="checkbox"/> I get nervous around large groups of people.<input type="checkbox"/> I like things to be fair.<input type="checkbox"/> I want to know the purpose when I am given a task.<input type="checkbox"/> I like to research on my own.<input type="checkbox"/> I enjoy working alone.<input type="checkbox"/> I like time to think and reflect.<input type="checkbox"/> I like to work on individual assignments.
Naturalistic	<ul style="list-style-type: none"><input type="checkbox"/> I am curious about how things work.<input type="checkbox"/> I like to recycle.<input type="checkbox"/> I like to learn about nature.<input type="checkbox"/> I like insects and/or animals.<input type="checkbox"/> I like outside field trips.<input type="checkbox"/> I know the names of plants or trees.<input type="checkbox"/> I like collecting things.<input type="checkbox"/> I like the outdoors.

Score: **Count the checks placed in the boxes. The highest total indicates the MI strength.**

Getting to Know Your Students

Classroom Overview of Multiple Intelligences

Place the names of students in the two boxes which indicate their 1st and 2nd strengths.
Highlight the names to indicate the preferred MI.

Multiple Intelligence Areas	Student Names
Linguistic	
Logical-Mathematical	
Spatial	
Bodily-Kinesthetic	
Musical	
Interpersonal	
Intrapersonal	
Naturalistic	

Note: Each intelligence can be strengthened. If learners are struggling, use their strengths to motivate or “reach” them more easily. The inventory of MI is merely a snapshot on a single day and can change over time.

Tier Template for Complexity of Tasks (Example 1)

Complexity of Tasks	Revised Bloom's Taxonomy (Sample) Verbs that Advance Rigor →						
	Remember	Understand	Apply	Analyze	Evaluate	Create	
	define, duplicate, fill in, label, list, memorize, name, recall, recite, reproduce, tell	describe, discuss, explain, identify, locate, paraphrase, retell, review, show, summarize	adapt, construct, demonstrate, diagram, dramatize, illustrate, implement, interpret, use	analyze, categorize, classify, compare/contrast, differentiate, distinguish, infer, investigate, point of view	assess, choose, decide, defend, determine, forecast, judge, predict, prioritize, rate, select, verify	compose, design, develop, formulate, invent, plan, prepare, produce, propose, transform	
Advanced or Extended Task							
Basic or Targeted Task							
Adapted Task							

Tier by Questions (Example 2)

Scaffold questions during instruction.

Complexity of Questions Asked	Tier with Challenging Questions		
	In the Text define, describe, identify, list, name, observe, paraphrase, repeat	Inferred from Text or Reading Between the Lines compare, contrast, examine, infer, sequence	Beyond the Given Text create, evaluate, hypothesize, imagine, give opinions, judge, predict, recommend, speculate, synthesize
Extended Question (Advanced Learner)			<i>Using what you know, what future actions do you think the main character might take?</i>
Targeted Question (On-level Learner)		<i>How are the two main characters similar and how are they different?</i>	
Adapted or Modified Question (Struggling Learner)	<i>What did the two main characters do for a living?</i>		

Tier by Complexity of Task (Example 3)

		Revised Bloom's Taxonomy (Sample) Verbs that Advance Rigor by Challenging Tasks →					
		Remember	Understand	Apply	Analyze	Evaluate	Create
↑ Complexity of Tasks		define, duplicate, fill in, label, list, memorize, name, recall, recite, reproduce, tell	describe, discuss, explain, identify, locate, paraphrase, retell, review, show, summarize	adapt, construct, demonstrate, diagram, dramatize, illustrate, implement, interpret, use	analyze, categorize, classify, compare/contrast, differentiate, distinguish, infer, investigate, point of view	assess, choose, decide, defend, determine, forecast, judge, predict, prioritize, rate, select, verify	compose, design, develop, formulate, invent, plan, prepare, produce, propose, transform
	Advanced or Extended Task					<i>Choose three heroes in life and identify personal characteristics exhibited. Rank the heroes from least to most important, citing reasons.</i>	
	Basic or Targeted Task				<i>Use a Venn diagram to compare three heroes of your choice.</i>		
	Adapted Task			<i>Make a chart of specific heroes and tell what they did to become heroes.</i>			

Tier by Product and Task Card Complexity (Example 4)

Provide students the appropriate leveled cards. Allow them to choose a product that aligns with their preferred learning style to demonstrate a response to the question or prompt. Teachers can allow free choice among all options in each category or highlight a few options under each category from which students choose.

Product Option Chart		
Visual	Auditory	Tactile/Kinesthetic
advertisement	audio tape	board game
billboard	book review	cartoon or comic strip
book review	conversation	dance
brochure	debate	demonstration
bulletin board	dialogue	display
bumper sticker	group discussion	improvisation
chart	interview	invention
diary entry	jingle	map
editorial	lecture	media technology
e-mail	lyrics with melody	performance
flow chart	oral report	puppet show
graphic organizer	panel discussion	puzzle
journal entry	rhythmic presentation	rap song
letter	role play	role play
magazine article	round-table discussion	skit
paragraph	speech	visual aids preparation
poem	televised broadcast	web site
Power Point	video clip	
report		
scale drawing		
script		
storyboard		
time line		
video clip		

Tiered Task Cards

Tier 1

What causes seasons?

Tier 2

Deduce what would happen if Earth was not tilted on its axis.

Tier 3

Compare the lengths and characteristics of Earth's seasons to the seasons on another planet in the solar system.

Tier by Student Choice using Task Card Complexity (Example 5)

Provide students with the appropriately leveled Task Card Sheet. Instruct students to choose two activities. The product from which students complete the task is identified on the task cards. Optional: Assign a common activity and instruct students to complete two of the remaining tasks.

Task 2 Task Cards

<p>Draw conclusions about the key character.</p> <p style="text-align: right;"><i>Graphic Organizer</i></p>	<p>Choose a character from the story and analyze the conflict that occurs from that character's point of view.</p> <p style="text-align: right;"><i>Diary Entry</i></p>
<p>If the main character could be given something, what would it be?</p> <p style="text-align: right;"><i>Illustration with Explanation</i></p>	<p>Make a judgment that tells if you would choose the main character as a friend. Justify why or why not.</p> <p style="text-align: right;"><i>Three-minute Speech</i></p>
<p>If you could change one part of the story, what might it be?</p> <p style="text-align: right;"><i>An E-mail to a Friend</i></p>	<p>Change can be difficult for people. Tell what you think.</p> <p style="text-align: right;"><i>Blog Response</i></p>

Tier by Process (Example 6)

Advanced or Extended Task	Interview three people who purchased a certain brand of tennis shoes. Determine which criteria guided their selection. Identify commonalities among the purchases and form a conclusion.
Basic or Targeted Task	Review consumer information about a particular brand of tennis shoes. List the criteria recommended for purchasing this item.
Adapted Task	Observe the tennis shoe brands worn by students in your class each day for a week. Record the information on a chart. Which tennis shoes seem to be most popular?

Tier by Product (Example 7)

Students use different ways or different products to demonstrate what they have learned. Students may choose from a list of options presented by the teacher.

Tier by Resources (Example 8)

Students work on the same activity but use varied resources that align their needs and readiness.

Lesson Plan Template (Option 1)

Unit/Topic:						Content Area:
Standard:						
Desired Results						
Students will know:						
Students will understand:						
Students will be able to do:						
Pre-assessment						
<input type="checkbox"/> Agree/Disagree Statements	<input type="checkbox"/> Brainstorm	<input type="checkbox"/> Organizer	<input type="checkbox"/> KWL	<input type="checkbox"/> Pre-test		
<input type="checkbox"/> Quick Write	<input type="checkbox"/> Quiz	<input type="checkbox"/> Yes/No Cards (I know/I don't have a clue cards)	<input type="checkbox"/> Other _____			
Grouping						
Grouping Decisions:						
<input type="checkbox"/> Interests	<input type="checkbox"/> Learning Styles	<input type="checkbox"/> Random	Grouping Choices:		<input type="checkbox"/> Partners	<input type="checkbox"/> Interest
<input type="checkbox"/> Readiness	<input type="checkbox"/> Multiple Intelligences	<input type="checkbox"/> _____	<input type="checkbox"/> Whole Group	<input type="checkbox"/> Small Group	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Student Choice
Tiered Learning		Instructional Resources	Content	Process	Product	
Exceeding Standard:						
Targeted Standard:						
Approaching Standard:						
Evidence of Learning						
<input type="checkbox"/> Formative Assessment:						
<input type="checkbox"/> Student Reflection:						
<input type="checkbox"/> Summative Assessment:						

Lesson Plan Template (Option 2)

Unit/Topic: _____

Grade Level: _____

Content Area: _____

Standards:		
Big Idea:		
Desired Results		
Students will know: (Factual knowledge/Terms)		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Students will understand: (Concepts)		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Students will be able to do: (Skills)		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Learning Experiences		Flexible Grouping
Exceeding Standard:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Pairs <input type="checkbox"/> Independent <input type="checkbox"/> Random	<input type="checkbox"/> Interest <input type="checkbox"/> Learning Styles <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Student Choice
Targeted Standard:		
Approaching Standard:	Differentiation	
	<input type="checkbox"/> Resources	<input type="checkbox"/> Process
Anchor Activities		<input type="checkbox"/> Content
		<input type="checkbox"/> Product
Evidence of Learning		
<input type="checkbox"/> Formative Assessment:		
<input type="checkbox"/> Student Reflection:		
<input type="checkbox"/> Summative Assessment:		

Develop a variety of questions that focus on a topic of study. Increase the complexity of thought throughout the lesson. The goal is for all students to become independent thinkers as they acquire skills.

Revised Bloom's Taxonomy	Questions
Create	How could you adapt ____? How could you modify ____? How could you put ____ to other uses? How would you create a new ____? What could happen if you reversed or rearranged ____? What could you substitute for ____? What if you eliminated ____? What might happen if you combined ____ with ____? What solution would you suggest for ____?
Evaluate	Do you agree or disagree ____? Justify. <i>See Example 1 for scaffolding.</i> How would you decide ____? Prioritize ____ according to ____. Rank or rate ____ according to criteria. Explain your reasoning. What criteria would you use to assess ____? What is the most important ____? Why? What is your opinion ____? Explain your reasoning. Which ____ would you choose? Why?
Analyze	Classify ____ according to ____. How does ____ compare/contrast with ____? Outline ____. Web ____. What are the parts of ____? What are the features of ____? What evidence can you present for ____?
Apply	Can you solve ____ using what you have learned? Do you know another situation where ____? How can you use ____? How is ____ an example of ____? How is ____ related to ____? What examples can you give that ____? What questions would you ask ____?
Understand	Paraphrase ____. Restate ____. Retell ____. Summarize ____. Use your own words to tell ____. What is the difference between ____? (literal)
Remember	Who ____? What ____? When ____? Where ____? How ____? List ____. Name ____.

Scaffolded Instruction

When students experience learning difficulties responding to questions, provide scaffolded instruction to focus the students on the content being studied. Questions, modeling, demonstrating, and small group direct instruction are among many scaffolding techniques that can be used.

Scaffolding provides clearer directions, clarifies the purpose, uses questioning prompts, and includes specific feedback, helping students work on task with various levels of support. Scaffolding involves more teacher direction during initial instruction with less direction provided as students demonstrate understanding of skills. Scaffolding or support is gradually removed as students approach mastery of the standard and display increasing self-regulation.

Example 1:

Question	Scaffolding the Question and Assignment*
<p>After students have read a text or an article, pose a question, “Do you agree or disagree with the author? Justify.” Direct students to choose from the products listed below to demonstrate their knowledge.</p>	<ul style="list-style-type: none"> Display the question in written form. Restate the question in a simpler form if needed to help students understand what is being asked. Revisit the original question. Working together, have students highlight and discuss the key words in the question that identify the action. “Do you agree or disagree with the author? Justify.” Review the text with students. Talk about the points in the text they agree with. Underline them. Talk about the points in the text they do not agree with. Circle those points. Discuss why they underlined or circled the parts of the text. Tell students these are reasons to explain or justify why they agree/ disagree with the author.
Products	Product
<ul style="list-style-type: none"> Have students prepare a 3-minute oral presentation demonstrating their responses. Have students divide into small groups and form panels to present their positions of agreement or disagreement with the author. 	<ul style="list-style-type: none"> Provide students with a graphic organizer to record their thoughts. Facilitate the completion of the organizer. Use leading questions and supply feedback to help students reach success.

*If at any point during the instruction students appear confused, adjust the modeling or insert additional steps to aid in comprehension. Have frequent checks for understanding to determine student success during instruction. Frequent and specific feedback must be given to help students know what to do to improve their learning. Students must be successful at each step to demonstrate successful performance toward a goal.

Hess' Cognitive Rigor Matrix

Use the Cognitive Rigor Matrix (CRM) to plot and analyze learning activities, assignments, and assessment items, determining the complexity of each.

Table 2: Hess' Cognitive Rigor Matrix with Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

		Webb's Depth-of-Knowledge (DOK) Levels			
		Level 1	Level 2	Level 3	Level 4
Bloom's Revised Taxonomy of Cognitive Process Dimensions		Recall & Reproduction	Skills & Concepts	Strategic Thinking/ Reasoning	Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify		Recall, recognize, or locate basic facts, ideas, principles Recall or identify conversions: between representations, numbers, or units of measure Identify facts/details in texts	Specify and explain relationships Give non-examples/examples Make and record observations Take notes; organize ideas/data Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations	Explain, generalize, or connect ideas using supporting evidence Explain thinking when more than one response is possible Explain phenomena in terms of concepts Write full composition to meet specific purpose Identify themes	Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models		Compose & decompose numbers Evaluate an expression Locate points (grid/, number line) Represent math relationships in words pictures, or symbols Write simple sentences Select appropriate word for intended meaning Describe/explain how or why	Selected a procedure according to task needed and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps Use models to represent concepts Write paragraph using appropriate organization, text structure, and signal words	Use concepts to solve non-routine problems Design investigation for a specific purpose or research question Conduct a designed investigation Apply concepts to solve non-routine problems Use reasoning, planning, and evidence Revise final draft for meaning or progression of ideas	Select or devise an approach among many alternatives to solve a novel problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results Illustrate how multiple themes (historical, geographic, social) may be interrelated
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task		Follow simple/routine procedure (recipe-type directions) Solve a one-step problem Calculate, measure, apply a rule Apply an algorithm or formula (area, perimeter, etc.) Represent in words or diagrams a concept or relationship Apply rules or use resources to edit spelling, grammar, punctuation, conventions	Categorize, classify materials Compare/contrast figures or data Select appropriate display data Organize or interpret (simple) data Extend a pattern Identify use of literary devices Identify text structure of paragraph Distinguish: relevant-irrelevant information; fact/opinion	Compare information within or across data sets or texts Analyze and draw conclusions from more complex data Generalize a pattern Organize/interpret data: complex graph Analyze author's craft, viewpoint, or potential bias	Analyze multiple sources of evidence or multiple works by the same author, or across genres, or time periods Analyze complex/abstract themes Gather, analyze, and organize information Analyze discourse styles
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)		Retrieve information from a table or graph to answer a question Identify or locate specific information contained in maps, charts, tables, graphs, or diagrams	Generate conjectures or hypotheses based on observations or prior knowledge	Cite evidence and develop a logical argument for concepts Describe, compare, and contrast solution methods Verify reasonableness of results Justify conclusions made	Gather, analyze, & evaluate relevancy & accuracy Draw & justify conclusions Apply understanding in a novel way, provide argument or justification for the application Synthesize information across multiple sources or texts Design a model to inform and solve a real-world, complex, or abstract situation
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique		Brainstorm ideas, concepts, or perspectives related to a topic or concept			
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce					