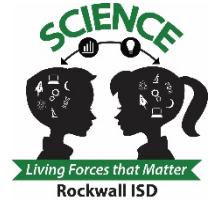




Rockwall ISD Secondary Science Assessment Guide



LEVEL	ON-LEVEL	HONORS	BLOOM'S TAXONOMY – THE COGNITIVE DIMENSION		
			Categories – Cognitive Processes	Alternative Names	Definitions and Examples
HIGH	10 %	20 %	Create – Put elements together to form a coherent or functional whole; reorganize elements into a new path or structure.		
			Producing	Constructing	Inventing a product. (Example: Build habitats for a specific purpose.)
			Planning	Designing	Devising a procedure for accomplishing some task. (Example: Plan a research paper on a given historical topic.)
			Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria. (Example: Generate hypotheses to account for an observed phenomenon.)
			Evaluate – Make judgments based on criteria and standards.		
			Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem. (Example: Judge which of two methods is the best way to solve a given problem.)
			Checking	coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented. (Example: Determine if a scientist's conclusions follow from observed data.)
MEDIUM	50 %	60 %	Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.		
			Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material. (Example: Determine the point of view of the author of an essay in terms of his or her political perspective.)
			Organizing	finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure. (Example: Structure evidence in a historical description into evidence for and against a particular historical explanation.)
			Differentiating	discriminating, selecting, distinguishing, focusing	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. (Example: Distinguish between relevant and irrelevant numbers in a mathematical word problem.)
			Apply – Carry out or use a procedure in a given situation.		
			Implementing	using	Applying a procedure to an unfamiliar task. (Example: Use Newton's second law in situations where it is appropriate.)
			Executing	carrying out	Applying a procedure to a familiar task. (Example: Divide a whole number by another whole number, both with multiple digits.)
LOW	40 %	20 %	Understand – Construct meaning from instructional messages, including oral, written, and graphic communication.		
			Explaining	constructing models	Constructing a cause-and-effect model of a system. (Example: Explain the causes of important 18 th century events in France.)
			Comparing	contrasting, mapping matching	Detecting correspondences between two ideas, objects, and the like. (Example: Compare historical events to contemporary situations.)
			Inferring	concluding, extrapolating interpolating, predicting	Drawing a logical conclusion from presented information (Example: In learning a foreign language, infer grammatical principles from examples.)
			Summarizing	abstracting, generalizing	Abstracting a general theme or major point(s). (Example: Write a short summary of the events portrayed on videotape.)
			Classifying	categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principal). (Example: Classify observed or described cases of mental disorders.)
			Exemplifying	illustrating, instantiating	Finding a specific example or illustration of a concept or principal. (Example: Give examples of various artistic painting styles.)
			Interpreting	clarifying, paraphrasing representing translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal). (Example: Paraphrase important speeches and documents.)
			Remember – Retrieve relevant knowledge from long term memory.		
			Recalling	Retrieving	Retrieving relevant knowledge from long-term memory. (Example: Recall the dates of important events in U. S. History.)
Recognizing	Identifying	Locating the knowledge in long-term memory that is consistent with presented material. (Example: Recognize the dates of important events in U. S. History.)			

Procedural Complexity Levels

Procedural Complexity Level: The greater the number of mental processing steps required by the student to answer the question, the higher the procedural complexity level.

- **HIGH:** Item includes a graphic, short reading section, map, etc. as a stimulus. The student has to infer, analyze, or summarize the stimulus and apply that to the stem or answer choices to select the correct answer. (**two** or **more** mental steps)
- **MEDIUM:** Item includes a graphic, short reading section, map, etc. as a stimulus. The student has to interpret the stimulus or pull information from it to select the correct answer. (**one** or **two** mental steps)
- **LOW:** Item contains only the stem and answer choices. (only **one** mental step)

	On-level	Honors
High	40 %	50 %
Medium	40 %	50 %
Low	20 %	0 %

SUMMARY

CCAs should be 10-question assessments aligned to these percentages.

On-level			Honors	
Cognitive	Procedural		Cognitive	Procedural
10 %	40 %	HIGH	20 %	50 %
50 %	40 %	MEDIUM	60 %	50 %
40 %	20 %	LOW	20 %	0 %