

# Assessment



## Categories in the Florida Taxonomy of Cognitive Behaviour

<b>Cognitive Categories</b> The categories that indicate the level of learning	<b>Topic Criteria</b> How could students show evidence that they are able to complete these aspects in the assessment activities in your particular topic
<i>1. Knowledge of Specifics</i>	
<ul style="list-style-type: none"> <li>• Reads</li> <li>• Spells</li> <li>• Identifies something by name</li> <li>• Defines meaning of a term</li> <li>• Gives a specific fact</li> <li>• Tells about an event</li> </ul>	
<i>2. Knowledge of ways and means of dealing with specifics</i>	
<ul style="list-style-type: none"> <li>• Recognises symbol</li> <li>• Cites a rule</li> <li>• Gives chronological sequence</li> <li>• Gives steps of process, describes method</li> <li>• Cites trend</li> <li>• Names classification system or standard</li> <li>• Names what fits given system or standard</li> </ul>	
<i>3. Knowledge of universals and abstracts</i>	
<ul style="list-style-type: none"> <li>• States generalised concept or idea</li> <li>• States a principle, law, theory</li> <li>• Tells about organisation or structure</li> <li>• Recalls name of principle, law, theory</li> </ul>	

# Assessment

<i>4. Translation</i>	
<ul style="list-style-type: none"><li>• Restate in own words or briefer terms</li><li>• Gives concrete examples of an abstract idea</li><li>• Verbalises from a graphic representation</li><li>• Translates verbalisation into graphic form</li><li>• Translates figurative statements into literal statements or vice versa</li><li>• Translates foreign language to English or vice versa</li></ul>	
<i>5. Interpretation</i>	
<ul style="list-style-type: none"><li>• Gives reason (tells why)</li><li>• Shows similarities, differences</li><li>• Summarises or concludes from observation of evidence</li><li>• Shows cause and effect relationship</li><li>• Gives analogy, simile, metaphor</li><li>• Performs a directed task or process</li></ul>	
<i>6. Application</i>	
<ul style="list-style-type: none"><li>• Applies previous learning to new situations</li><li>• Applies principle to new situation</li><li>• Applies abstract knowledge in a practical situation</li><li>• Identifies, selects and carries out process</li></ul>	

# Assessment

<i>7. Analysis</i>	
<ul style="list-style-type: none"><li>• Distinguishes fact from opinion and fact from hypothesis</li><li>• Distinguishes conclusion from statements which support it</li><li>• Points out unstated assumption</li><li>• Shows interaction or relation of elements</li><li>• Points out particulars to justify conclusion</li><li>• Checks hypotheses with given information</li><li>• Distinguishes relevant from irrelevant statements</li><li>• Detects error in thinking</li><li>• Infers purpose, point of view, thoughts, feelings</li><li>• Recognises bias or propaganda</li></ul>	
<i>8. Synthesis (Creativity)</i>	
<ul style="list-style-type: none"><li>• Reorganises ideas, materials, processes</li><li>• Produces unique communication, divergent idea</li><li>• Produces a plan, proposed set of operations</li><li>• Designs an apparatus</li><li>• Designs a structure</li><li>• Devises a scheme for classifying information</li><li>• Formulates hypotheses, intelligent guesses</li><li>• Makes deductions from abstract symbols, propositions</li><li>• Draws inductive generalisation from specifics</li></ul>	
<i>9. Evaluation</i>	
<ul style="list-style-type: none"><li>• Evaluates something from evidence</li></ul> Evaluates something from criteria	