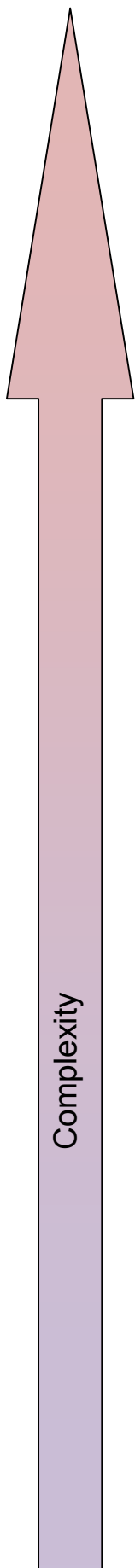


## The New Taxonomy (Marzano and Kendall, 2007)



Level of Difficulty	Process	Useful Verbs, Phrases, Definitions
<b>6</b> <b>Self System Thinking</b>	Examining Importance	The student can analyze how important specific knowledge is to them.
	Examining Efficacy	The student can examine how much they believe they can improve their understanding of specific knowledge.
	Examining Emotional Response	The student can identify emotional responses associated with a piece of knowledge and determine why those associations exist.
	Examining Motivation	The student can examine their own motivation to improve their understanding or competence in specific knowledge.
<b>5</b> <b>Metacognition</b>	Specifying Goals	The student can set specific goals relative to knowledge and develop a plan for accomplishing the goal.
	Process Monitoring	The student can self-monitor the process of achieving a goal.
	Monitoring Clarity	The student can determine how well they understand knowledge.
	Monitoring Accuracy	The student can determine how accurate their understanding of knowledge is and defend their judgment.
<b>4</b> <b>Knowledge Utilization</b>	Investigating	investigate; research; find out about; take a position on; what are the differing features of; how & why did this happen; what would have happened if The student generates a hypothesis and uses the assertions and opinions of others to test the hypothesis.
	Experimenting	experiment; generate and test; test the idea that; what would happen if; how would you test that; how would you determine if; how can this be explained; based on the experiment, what can be predicted The student generates and tests a hypothesis by conducting an experiment and collecting data.
	Problem-Solving	solve; how would you overcome; adapt; develop a strategy to; figure out a way to; how will you reach your goal under these conditions The student can accomplish a goal for which obstacles exist.
	Decision-Making	decide; select the best among the following alternatives; which among the following would be the best; what is the best way; which of these is most suitable The student can select among alternatives that initially appear to be equal and defend their choice.
<b>3</b> <b>Analysis</b>	Specifying	make and defend; predict; judge; deduce; what would have to happen; develop an argument for; under what conditions The student can make and defend predictions about what might happen.
	Generalizing	what conclusions can be drawn; what inferences can be made; create a principle, generalization or rule; trace the development of; form conclusions The student can infer new generalizations from known knowledge.
	Analyzing Errors	identify errors or problems; identify issues or misunderstandings; assess; critique; diagnose; evaluate; edit; revise The student can identify and explain logical or factual errors in knowledge.
	Classifying	classify; organize; sort; identify a broader category; identify different types /categories The student can identify super ordinate and subordinate categories to which information belongs.
	Matching	categorize; compare & contrast; differentiate; discriminate; distinguish; sort; create an analogy or metaphor The student can identify similarities and differences in knowledge.
<b>2</b> <b>Comprehension</b>	Symbolizing	symbolize; depict; represent; illustrate; draw; show; use models; diagram chart The student can depict critical aspects of knowledge in a pictorial or symbolic form.
	Integrating	describe how or why; describe the key parts of; describe the effects; describe the relationship between; explain ways in which; paraphrase; summarize The student can identify the critical or essential elements of knowledge.
<b>1</b> <b>Retrieval</b>	Executing	use; demonstrate; show; make; complete; draft The student can perform procedures without significant errors.
	Recalling	exemplify; name; list; label; state; describe; who; what; where; when The student can produce information on demand.
	Recognizing	recognize (from a list); select from (a list); identify (from a list); determine if the following statements are true The student can determine whether provided information is accurate, inaccurate or unknown.