



Kansas Effective Practices Instructional Toolkit

Implementing Research and Resources Into Action Research Lesson 1: Daily Challenges

Anderson's Revised Taxonomy		
<i>Use each of the six dimensions of thinking in conjunction with four dimensions of Knowledge: factual, conceptual, procedural, and metacognitive</i>		
REMEMBERING		
Recognize, list, identify, retrieve, name Can the student recall information	What happened after...? How many...? What is...? Find the meaning of...? Which is true or false...?	Make a list of main events. Make a time line. Make a chart showing... What characters are described? Recite a poem.
UNDERSTAND		
Interpret, exemplify, infer, classify, explain, summarize, paraphrase, compare Can the student explain the concept or ideas?	Can you write in your own words...? How would you explain...? What do you think could have happened next? Clarify why...? Illustrate the...	Illustrate what you think the main ideas may have been. Write and perform a play based on the story. Write a summary report. Prepare a flow chart to illustrate sequence of events.
APPLY		
Use, implement, execute, carry-out Can the student use the new knowledge in another familiar situation?	In what ways could the solution be used in a personal situation? How could the steps for problem solving used by the main character be used at recess?	Construct a model to demonstrate how it works. Take a collection of photographs to demonstrate a point. Write a textbook section about this topic for others.
ANALYZE		
Compare, attribute, organize, deconstruct, differentiate, point of view, bias, values, intent Can the student differentiate between parts?	How is...similar to...? Why did...change occur? What are some of the problems of...? What was the turning point? What do you see as contributing positive/negative factors to the plot?	Design a questionnaire to gather information. Make a chart of attributes. Write a biography of the person studied. Construct a graph of results. Prepare an interview for different stakeholders.
EVALUATE		
Check, critique, judge, hypothesize, testing, monitoring Can the student justify a decision or course of action?	Judge the value of...What do you think about...? Can you defend your position? How would you handle it? How effective are...?	Conduct a special interest debate. Form a panel to discuss views. Write a letter advising on changes needed and why. Write a mid-year report. Prepare a case to present your view about a course of action.
CREATE		
Design, construct, plan, produce, invent Can the student generate new products, ideas or ways of viewing things?	Can you create new and unusual uses for...? How many ways can you...? What patterns in...were detected? Can you design a...to...? If you had access to resources how would you...?	Invent a machine to... Create a new product. Design a blueprint and marketing plan. Devise a way to... Create a song for the national anthem based on today's news. Design Plan A and B to solve...