

5th grade Science Assessment Tool

#-	Standard	B l o o m	Synonyms/Verbs	Sample question starters	Assessment from Standards
2.1	Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole).	(A 1)	Define, duplicate, list, memorize, recall, repeat, reproduce, state, describe, identify, label, find, match, quote	<ol style="list-style-type: none"> 1. Describe what happened at... 2. List all the... 3. Name all the... 4. What is (fact /definition, etc) 5. List the attributes of.. 6. Write 10 facts about... 7. Make an A-Z list of... 8. Recall... 9. In what way are you like... 	One objective of this indicator is to <i>recall</i> the cell as the smallest unit of life; therefore, the primary focus of assessment should be to remember that the smallest unit of all organisms is the cell. Another objective of this indicator is to <i>identify</i> the major structures of a cell; therefore, the primary focus of assessment should be to <i>recall</i> these major structures (including cell membranes, a nucleus, vacuoles, and cytoplasm) in cells.
2.2	Summarize the composition of an ecosystem, considering both biotic factors (including populations, to the level of microorganisms, and communities) and abiotic factors.	B .2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>summarize</i> the composition of an ecosystem; therefore, the primary focus of assessment should be to generalize major points about the biotic and abiotic components of an ecosystem. However, appropriate assessments should also require students to <i>exemplify</i> or <i>illustrate</i> components of an ecosystem; <i>classify</i> parts of an ecosystem as biotic or abiotic; <i>identify</i> the organizational parts of an ecosystem; or <i>classify</i> organisms as populations or communities.
2.3	Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).	B .2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>compare</i> characteristics of different ecosystems; therefore, the primary focus of assessment should be to for students to detect similarities and differences between aquatic ecosystems and between terrestrial ecosystems. However, appropriate assessments should also require students to <i>identify</i> an ecosystem based on its description; or <i>exemplify</i> characteristics of each ecosystem.
2.4	Identify the roles of organisms as they interact and depend on one another through	B .1	Define, duplicate, list, memorize, recall, repeat, reproduce, state, describe, identify, label, find,	<ol style="list-style-type: none"> 1. Describe what happened at... 2. List all the... 3. Name all the... 4. What is (fact /definition, etc) 	The objective of this indicator is to <i>identify</i> roles of organisms in an ecosystem; therefore, the primary focus of assessment should be to recognize the roles of organism in a food chain or a food web.

	food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.		match, quote	<ol style="list-style-type: none"> List the attributes of.. Write 10 facts about... Make an A-Z list of... Recall... In what way are you like... 	However, appropriate assessments should also require students to <i>recall</i> the roles of producers, consumers (including herbivores, carnivores, and omnivores), and decomposers; <i>recognize</i> from drawings or diagrams the components of a food chain or food web; or <i>recognize</i> the roles of predators and prey as well as parasites and host.
2.5	Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> Explain how ... has impacted... Describe in clear logical steps.... Paraphrase in your own words.... Give reasons for... Using words, pictures and icons, restate what you know about.... Use the metaphor of ... to help you understand.... State three things you know about... How would you classify ... What facts or ideas show.... Which is the best answer? 	The objective of this indicator is to <i>explain</i> the how limiting factors affect populations in ecosystems; therefore, the primary focus of assessment should be for students to construct a cause-and-effect model that shows how populations change due to limiting factors. However, appropriate assessments should also require students to <i>recall</i> limiting factors; <i>summarize</i> ways that limiting factors influence the balance of nature in an ecosystem; or <i>exemplify</i> ways that the abiotic factors affect populations of organisms.
3.1	Explain how natural processes (including weathering, erosion, deposition, landslides, volcanic eruptions, earthquakes, and floods) affect Earth's oceans and land in constructive and destructive ways.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> Explain how ... has impacted... Describe in clear logical steps.... Paraphrase in your own words.... Give reasons for... Using words, pictures and icons, restate what you know about.... Use the metaphor of ... to help you understand.... State three things you know about... How would you classify ... What facts or ideas show.... Which is the best answer? 	The objective of this indicator is to <i>explain</i> the effects natural processes on the Earth's oceans and land; therefore, the primary focus of assessment should be to construct a cause-and-effect model of the various ways that the ocean and land is affected by the processes of weathering, erosion, deposition, landslides, volcanic eruptions, earthquakes and floods. However, appropriate assessments should also require students to <i>recall</i> what each of the processes are; <i>compare</i> constructive and destructive processes; <i>illustrate</i> with pictures or diagrams the changes that take place with these processes; <i>classify</i> the processes as constructive or destructive; or <i>exemplify</i> ways that the processes affect the land and oceans.
3.2	Illustrate the geologic landforms of the ocean floor (including the	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report,	<ol style="list-style-type: none"> Explain how ... has impacted... Describe in clear logical steps.... Paraphrase in your own words.... 	The objective of this indicator is to <i>illustrate</i> geologic landforms of the ocean floor; therefore, the primary focus of assessment should be to give or

	continental shelf and slope, the mid-ocean ridge, rift zone, trench, and the ocean basin).		select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	use illustrations to show aspects of these features (including the continental shelf and slope, the mid-ocean ridge, rift zone, trench, and the ocean basin). However, appropriate assessments should also require students to <i>recall</i> information about each landform region of the ocean floor; or <i>interpret</i> a diagram showing the ocean floor regions.
3.3	Compare continental and oceanic landforms.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>compare</i> continental and oceanic landforms; therefore, the primary focus of assessment should be to detect ways that these objects are alike and different. However, appropriate assessments should also require students to <i>identify</i> the landform as continental or oceanic; or <i>exemplify</i> the landforms by their locations.
3.4	Explain how waves, currents, tides, and storms affect the geologic features of the ocean shore zone (including beaches, barrier islands, estuaries, and inlets).	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>explain</i> the effects waves, currents, tides, and storms on the ocean shore zone; therefore, the primary focus of assessment should be to construct a cause-and effect model of the various ways that beaches, barrier islands, estuaries, and inlets are affected by these events. However, appropriate assessments should also require students to <i>recall</i> that beaches, barrier islands, estuaries, and inlets are geologic features of the ocean shore zone; or <i>infer</i> changes on the ocean shore zone that occur as a result of waves, currents, tides and storms.
3.5	Compare the movement of water by waves, currents, and tides.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 	The objective of this indicator is to <i>compare</i> the ways that waves, currents, and tides move water; therefore, the primary focus of assessment should be to detect ways that water is moved by these ocean movements. However, appropriate assessments should also require students to <i>identify</i> a wave, current, or tides based on its description; <i>classify</i> a wave, current, or tide by their characteristics; <i>identify</i> parts of a wave; <i>compare</i> high and low tides; or <i>compare</i> warm and cold

				9. What facts or ideas show.... 10. Which is the best answer?	surface currents.
3.6	Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer?	The objective of this indicator is to <i>explain</i> the effects of human activity on the land and oceans of Earth; therefore, the primary focus of assessment should be to construct a cause-and-effect model of how the various efforts or activities by people have conserved resulted in harm or pollution to these areas. However, appropriate assessments should also require students to <i>summarize</i> conservation efforts that make wise use of the land and oceans; <i>summarize</i> activities that pollute the land or oceans; <i>identify</i> areas of the land or ocean where resources are being conserved; or <i>exemplify</i> ways that the human activities affect land and oceans.
4.1	Recall that matter is made up of particles too small to be seen.	B.1	Define, duplicate, list, memorize, recall, repeat, reproduce, state, describe, identify, label, find, match, quote	1. Describe what happened at... 2. List all the... 3. Name all the... 4. What is (fact /definition, etc) 5. List the attributes of.. 6. Write 10 facts about... 7. Make an A-Z list of... 8. Recall... 9. In what way are you like...	The objective of this indicator is to <i>recall</i> that matter is made up of particles too small to be seen; therefore, the primary focus of assessment should be to remember this information from memory. However, appropriate assessments should also require students to <i>identify</i> matter as being made up of very small particles; or recall that matter has mass and takes up space.
4.2	Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer?	The objective of this indicator is to <i>compare</i> the physical properties of the states of matter; therefore, the primary focus of assessment should be to detect ways the physical properties of solids, liquids, and gases are alike and different, including their volumes, shapes, and movement and spacing of particles. However, appropriate assessments should require students to <i>interpret</i> a diagram of particles of matter in solids, liquids, and gases and to <i>recognize</i> which diagram of particles is associated with which state of matter based on the movement and spacing of the particles; to <i>interpret</i> a diagram of measuring tools to determine the volume of solids or liquids; and to <i>recognize</i> which state of matter is described given various physical properties.
4.3	Summarize the characteristics of a	B.	Classify, describe, discuss, explain, identify,	1. Explain how ... has impacted... 2. Describe in clear logical steps....	One objective of this indicator is to <i>summarize</i> the characteristics of mixtures; therefore, the primary

	mixture, recognizing a solution as a kind of mixture.	2	locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	focus of assessment should be to generalize major point about the characteristics of mixtures. However, appropriate assessments should also require students to <i>recognize</i> a substance as a mixture based on characteristics; or <i>identify</i> substances in a mixture based on their properties. Another objective is to <i>recognize</i> that a solution is a kind of mixture; therefore, the primary focus of that objective is to retrieve from memory the fact that solutions are a type of mixture. However, appropriate assessments should also require students to <i>classify</i> various substances as mixtures or solutions based on characteristics.
4.4	Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.	B.3	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, organize, generalize, prepare, apply, calculate, compile, complete, demonstrate, operate, solve, dramatize, classify, categorize	<ol style="list-style-type: none"> 1. Applying previously learned knowledge, construct.... 2. Using your knowledge of Formulate 6 questions... 3. Write a letter to the editor pointing out... 4. Classify the following ... into their correct.... 5. Write a news report... 6. Construct a flow chart for... 	The objective of this indicator is to <i>use</i> the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures; therefore, the primary focus of assessment should be to apply the procedures to separate a given mixture. However, appropriate assessments should also require students to <i>recognize</i> a given procedure that would be appropriate to separate a given mixture; or <i>summarize</i> how to separate a given mixture
4.5	Explain how the solute and the solvent in a solution determine the concentration.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>explain</i> how the solvent and solute in a solution determine the concentration; therefore, the primary focus of assessment should be to construct a cause-and effect model for how the relationship of solvent to solute in a solution determines the concentration. However, appropriate assessments should also require students to <i>recognize</i> the solute and solvent in a solution; or to <i>summarize</i> how the relationship of solute to solvent can determine the concentration of a solution.
4.6	Explain how temperature change, particle size, and stirring affect the rate of dissolving.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 	The objective of this indicator is to <i>explain</i> how temperature change, particle size, and stirring affect the rate of dissolving; therefore, the primary focus of assessment should be to construct a cause-and-effect model about how these various factors affect the rate of dissolving. However, appropriate assessments should also require students to <i>recognize</i> factors that can increase the rate of

				<p>7. State three things you know about...</p> <p>8. How would you classify ...</p> <p>9. What facts or ideas show....</p> <p>10. Which is the best answer?</p>	dissolving and those that can decrease the rate of dissolving; <i>infer</i> how a given factor will affect the rate of dissolving; or <i>summarize</i> ways that the dissolving of a solute can be increased.
4.7	Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot be easily separated.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<p>1. Explain how ... has impacted...</p> <p>2. Describe in clear logical steps....</p> <p>3. Paraphrase in your own words....</p> <p>4. Give reasons for...</p> <p>5. Using words, pictures and icons, restate what you know about....</p> <p>6. Use the metaphor of ... to help you understand....</p> <p>7. State three things you know about...</p> <p>8. How would you classify ...</p> <p>9. What facts or ideas show....</p> <p>10. Which is the best answer?</p>	The objective of this indicator is to <i>illustrate</i> the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot be easily separated; therefore, the primary focus of assessment should be to give or use illustrations such as pictures, diagrams, or word descriptions showing that a chemical change has occurred when substances were mixed together. However, appropriate assessments should also require students to <i>identify</i> substances that are chemically combined from a mixture because they cannot easily be separated; or <i>recognize</i> chemically combined mixtures as new substances that cannot easily be separated.
4.8	Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<p>1. Explain how ... has impacted...</p> <p>2. Describe in clear logical steps....</p> <p>3. Paraphrase in your own words....</p> <p>4. Give reasons for...</p> <p>5. Using words, pictures and icons, restate what you know about....</p> <p>6. Use the metaphor of ... to help you understand....</p> <p>7. State three things you know about...</p> <p>8. How would you classify ...</p> <p>9. What facts or ideas show....</p> <p>10. Which is the best answer?</p>	The objective of this indicator is to <i>explain</i> how the mixing and dissolving of foreign substances is related to the pollution of water, air, and soil; therefore, the primary focus of assessment should be to construct a cause-and-effect model of how foreign substances cause pollution of water, air, or soil pollution when mixed or dissolved in them. However, appropriate assessments should also require students to <i>recognize</i> pollution of water, air, and soil as being formed from foreign substances mixed or dissolved in them; or <i>summarize</i> the relationship between water, air, and soil pollutions and the mixing and dissolving of foreign substances.
5.1	Illustrate the effects of force (including magnetism, gravity, and friction) on motion.	B.2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<p>1. Explain how ... has impacted...</p> <p>2. Describe in clear logical steps....</p> <p>3. Paraphrase in your own words....</p> <p>4. Give reasons for...</p> <p>5. Using words, pictures and icons, restate what you know about....</p> <p>6. Use the metaphor of ... to help you understand....</p> <p>7. State three things you know about...</p> <p>8. How would you classify ...</p> <p>9. What facts or ideas show....</p>	The objective of this indicator is to <i>illustrate</i> the effects of force on motion; therefore, the primary focus of assessment should be to give or use illustrations, including pictures, diagrams, or word descriptions, of how forces (including magnetism, gravity, and friction) affect the motion of objects. However, appropriate assessments should also require students to <i>summarize</i> information about how magnetism, gravity or friction affect the motion of objects; or <i>recognize</i> how these forces can affect the motion of objects.

				10. Which is the best answer?	
5. 2	Summarize the motion of an object in terms of position, direction, and speed.	B .2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>summarize</i> the motion of an object in terms of position, direction, and speed; therefore, the primary focus of assessment should be to generalize major points about motion relative to position, direction, and speed. However, appropriate assessments should require students to <i>identify</i> the terms of position, direction, and speed and use them to describe motion; <i>illustrate</i> motion in terms of position, direction, and speed using drawings, diagrams, and word descriptions; or <i>interpret</i> a diagram of an object changing position over time in order to determine the speed of the object.
5. 3	Explain how unbalanced forces affect the rate and direction of motion in objects.	B .2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>explain</i> how unbalanced forces affect the rate and direction of motion in objects; therefore, the primary focus of assessment should be to construct a cause-and effect model of how the rate and direction of motion is affected by unbalanced forces. However, appropriate assessments should also require students to <i>identify</i> the meaning of unbalanced forces, rate, and direction of motion; <i>summarize</i> information about unbalanced forces and how they affect rate and direction of motion; or <i>illustrate</i> with drawings, diagrams, or word descriptions the effects of unbalanced force on an object.
5. 4	Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surface, changing the amount of surface area involved, and adding lubrication).	B .2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	The objective of this indicator is to <i>explain</i> ways to change the effects of friction on the motion of objects; therefore, the primary focus of assessment should be to construct a cause-and-effect model of the ways to change the effects of friction on motion including those listed in the indicator. However, appropriate assessments should also require students to <i>recognize</i> factors that affect friction; <i>illustrate</i> a diagram of objects moving to determine which factors are increasing friction to slow down or stop the motion; <i>summarize</i> major points about the factors that affect friction with their increasing or decreasing the effects; <i>infer</i> which factors are increasing or decreasing friction to slow down or speed up the motion of objects.
5.	Use a graph to illustrate	B	Choose, demonstrate,	1. Applying previously learned	The objective of this indicator is to <i>use</i> a graph to

5	the motion of an object.	/ C .3	dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, organize, generalize, prepare, apply, calculate, compile, complete, demonstrate, illustrate, operate, solve, dramatize, classify, categorize	<p>knowledge, construct...</p> <ol style="list-style-type: none"> 2. Using your knowledge of Formulate 6 questions... 3. Write a letter to the editor pointing out... 4. Classify the following ... into their correct.... 5. Write a news report... 6. Construct a flow chart for... 	<p>illustrate the motion of an object; therefore, the primary focus of assessment should be to apply a procedure of using a graph to illustrate of the motion of objects. However, appropriate assessments should also require students to <i>infer</i> from the shape of a distance time graph whether an object is moving or not; or <i>compare</i> distance-time graphs to determine which object is moving faster.</p>
5. 6	Explain how a change of force or a change in mass affects the motion of an object.	B .2	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 1. Explain how ... has impacted... 2. Describe in clear logical steps.... 3. Paraphrase in your own words.... 4. Give reasons for... 5. Using words, pictures and icons, restate what you know about.... 6. Use the metaphor of ... to help you understand.... 7. State three things you know about... 8. How would you classify ... 9. What facts or ideas show.... 10. Which is the best answer? 	<p>The objective of this indicator is to <i>explain</i> how the motion of an object is affected by a change in force or mass of an object; therefore, the primary focus of assessment should be to a construct cause-and-effect model of how these factors affect motion of an object. However, appropriate assessments should also require students to <i>summarize</i> the effect on motion that a change in force or mass causes; <i>infer</i> from the factors whether they increase or decrease the rate of motion; <i>predict</i> how a given factor will affect the rate of motion; or <i>recognize</i> which factors increase rate of motion and which decrease rate of motion.</p>

(A1)	Define, duplicate, list, memorize, recall, repeat, reproduce, state, describe, identify, label, find, match, quote	<ol style="list-style-type: none"> 10. Describe what happened at... 11. List all the... 12. Name all the... 13. What is (fact /definition, etc) 14. List the attributes of.. 15. Write 10 facts about... 16. Make an A-Z list of... 17. Recall... 18. In what way are you like...
(B2)	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, match, restate, give-example, illustrate, summarize, extend, outline	<ol style="list-style-type: none"> 11. Explain how ... has impacted... 12. Describe in clear logical steps.... 13. Paraphrase in your own words.... 14. Give reasons for... 15. Using words, pictures and icons, restate what you know about.... 16. Use the metaphor of ... to help you understand.... 17. State three things you know about... 18. How would you classify ... 19. What facts or ideas show.... 20. Which is the best answer?
(C3)	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, organize, generalize, prepare, apply, calculate, compile, complete, demonstrate, illustrate, operate, solve, dramatize, classify, categorize	<ol style="list-style-type: none"> 7. Applying previously learned knowledge, construct.... 8. Using your knowledge of Formulate 6 questions... 9. Write a letter to the editor pointing out... 10. Classify the following ... into their correct.... 11. Write a news report... 12. Construct a flow chart for...
(B4)	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, categorize, critique, debate, discuss, identify	<ol style="list-style-type: none"> 1. From at least 4 peoples' viewpoint, analyze... 2. Discuss the similarities and differences of... 3. Compare and contrast... 4. Investigate all the factors that could influence... 5. Summarize the reasons for.... 6. Deduce how the parts interact in... 7. List the pros and cons of...
(B6)	Assemble, construct, create, design, develop, formulate, write, compose, originate, produce, invent, improve	<ol style="list-style-type: none"> 1. Design and improved... for... 2. Formulate a set of criteria to judge... 3. Compose a song, jingle or rap to illustrate... 4. Modify ... in order to create a more fair.... 5. Develop and argument to persuade people to....

		<ul style="list-style-type: none"> 6. Generate key questions for... 7. Create an experiment to... 8. Adapt a project studied so that.. 9. Design a personal action plan
(A1)	Define, duplicate, list, memorize, recall, repeat, reproduce, state, describe, identify, label, find, match, quote	<ul style="list-style-type: none"> 19. Describe what happened at... 20. List all the... 21. Name all the... 22. What is (fact /definition, etc) 23. List the attributes of.. 24. Write 10 facts about... 25. Make an A-Z list of... 26. Recall... 27. In what way are you like...
(B3)	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, organize, generalize, prepare, apply, calculate, compile, complete, demonstrate, illustrate, operate, solve, dramatize, classify, categorize	<ul style="list-style-type: none"> 1. Applying previously learned knowledge, construct.... 2. Using your knowledge of Formulate 6 questions... 3. Write a letter to the editor pointing out... 4. Classify the following ... into their correct.... 5. Write a news report... 6. Construct a flow chart for...