

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.1a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Read (2)</li><li>• Write (2)</li><li>• Identify (2)</li></ul>	<ul style="list-style-type: none"><li>• Place in a three-digit numeral</li><li>• Value in a three-digit numeral</li><li>• With and without models</li><li>• Using manipulatives, models, pictorial representations</li><li>• Multiple ways</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrate (2)</li></ul>	<ul style="list-style-type: none"><li>• the ten-to-one relationships among ones, tens, and hundreds, using manipulatives</li></ul>	
<ul style="list-style-type: none"><li>• Determine (2)</li></ul>	<ul style="list-style-type: none"><li>• the value of each digit in a three-digit numeral</li></ul>	
<ul style="list-style-type: none"><li>• Use/represent (3)</li></ul>	<ul style="list-style-type: none"><li>• numbers in multiple ways, according to place value (e.g., 256 can be 1 hundred, 14 tens, and 16 ones, 25 tens and 6 ones, etc.).</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.1b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Identify (2)</li><li>• Use/identify (2)</li></ul>	<ul style="list-style-type: none"><li>• 10 more &amp; 10 less</li><li>• 100 more &amp; 100 less</li><li>• Whole numbers up to 999</li></ul>	

## Revised Bloom's Levels

Creating - 6                      Applying - 3

Evaluating - 5                      Understanding - 2

Analyzing - 4                      Remembering - 1

### PowerSchool Assessment Name: District 2.1c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"><li>• Compare (3)</li><li>• Order (3)</li></ul>	<ul style="list-style-type: none"><li>• Whole numbers between 0 and 999</li><li>• Represented with concrete objects, pictorially and symbolically</li><li>• Using symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math></li><li>• Using words <i>greater than</i>, <i>less than</i>, and <i>equal to</i></li><li>• Order least to greatest and greatest to least</li></ul>	

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**Creating - 6                      Applying - 3**

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**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.1d**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Round (2)</li></ul>	<ul style="list-style-type: none"><li>• Two-digit numbers</li><li>• To the nearest 10</li></ul>	

# **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

## **PowerSchool Assessment Name: District 2.2a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Skip Count (2)</li> <li>• Determine (2)</li><li>• Predict (3)</li><li>• Describe (2)</li></ul>	<ul style="list-style-type: none"><li>• Forwards by 2s, 5s, and 10s</li><li>• Up to 120</li><li>• Starting at various multiples</li> <li>• Using Patterns<ul style="list-style-type: none"><li>○ With number and hundreds charts,</li><li>○ with manipulatives,</li><li>○ With mental mathematics</li><li>○ With calculator and pencil/paper</li></ul></li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.2b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>Count (2)</li></ul>	<ul style="list-style-type: none"><li>Backwards by 10s</li><li>From 120</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.2c**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Use (2)</li><li>• Determine (2)</li></ul>	<ul style="list-style-type: none"><li>• Even or odd</li><li>• Objects- e.g. dividing collections of objects into equal groups or pairing objects</li></ul>	

## Revised Bloom's Levels

Creating - 6                      Applying - 3

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**PowerSchool Assessment Name: District 2.3a**

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"><li>• Count (1)</li><li>• Identify (2)</li></ul>	<ul style="list-style-type: none"><li>• Ordinal position words <i>first</i> through <i>twentieth</i></li><li>• Ordered set of objects in lines or rows from:<ul style="list-style-type: none"><li>○ Left to right</li><li>○ Right to left</li><li>○ Top to bottom</li><li>○ Bottom to top</li></ul></li></ul>	



## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.3b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Write (1)</li></ul>	<ul style="list-style-type: none"><li>• Ordinal numbers 1st, 2nd, 3rd...20th in numerals</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.4a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Name (2)</li><li>• Write (2)</li> <li>• Recognize (2)</li></ul>	<ul style="list-style-type: none"><li>• Set, region/area and length models</li><li>• Halves, fourths, eighths, thirds, sixths</li> <li>• Represent equal size parts of a whole</li></ul>	

# Revised Bloom's Levels

Creating - 6          Applying - 3

Evaluating - 5        Understanding - 2

Analyzing - 4         Remembering - 1

## PowerSchool Assessment Name: District 2.4b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"><li>• Represent (2)</li>      <li>• Name (2)</li><li>• Write (2)</li></ul>	<ul style="list-style-type: none"><li>• Halves, fourths, eighths, thirds, sixths</li><li>• region/area model<ul style="list-style-type: none"><li>○ Using pie pieces</li><li>○ Using pattern blocks</li><li>○ Using geoboards</li></ul></li><li>• Sets<ul style="list-style-type: none"><li>○ Using chips</li><li>○ Using counters</li><li>○ Using cubes</li></ul></li><li>• length/measurement<ul style="list-style-type: none"><li>○ Using fraction strips</li><li>○ Using connecting cube trains</li></ul></li> <li>• Halves, fourths, eighths, thirds, sixths</li><li>• Set, region/area and length models</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.4c**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Compare (3)</li><li>• Count (1)</li></ul>	<ul style="list-style-type: none"><li>• Halves, fourths, eighths, thirds, sixths</li><li>• Unit fractions</li><li>• Same-size fraction pieces</li><li>• Set, region/area and length models</li><li>• Using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math></li><li>• Using words <i>greater than</i>, <i>less than</i>, and <i>equal to</i></li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.5a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>● Recognize (3)</li><li>● Use (3)</li><li>● Write (2)</li></ul> <ul style="list-style-type: none"><li>● Determine (3)</li></ul>	<ul style="list-style-type: none"><li>● Whole numbers to 20</li><li>● Single-step practical problems</li><li>● Addition and subtraction</li><li>● Number sentences (equations)</li><li>● Related facts</li></ul> <ul style="list-style-type: none"><li>● Missing number in an equation</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.5b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Demonstrate (2)</li></ul>	<ul style="list-style-type: none"><li>• Addition and subtraction<ul style="list-style-type: none"><li>○ Within 0-20</li></ul></li><li>• Fluency</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

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### **PowerSchool Assessment Name: District 2.6a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Estimate (3)</li><li>• Recognize (4)</li></ul>	<ul style="list-style-type: none"><li>• Sums of 2 whole numbers up to 99 or less</li><li>• Difference of 2 whole numbers each 99 or less</li><li>• Reasonableness</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.6b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Determine (2)</li></ul>	<ul style="list-style-type: none"><li>• Various methods</li><li>• Sums of 2 whole numbers up to 99 or less</li><li>• Difference of 2 numbers each 99 or less</li></ul>	



## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

**PowerSchool Assessment Name: District 2.6c**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Create (3)</li><li>• Solve (3)</li></ul>	<ul style="list-style-type: none"><li>• Single-step &amp; Two-step</li><li>• Practical problems</li><li>• Addition and subtraction</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.7a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>● Count (2)</li> <li>● Determine (3)</li>   <li>● Compare (3)</li> </ul>	<ul style="list-style-type: none"> <li>● Collection of pennies, nickels, dimes and quarters</li> <li>● Total is \$2.00 or less</li> <li>● Count by ones, fives, tens and twenty-fives</li>   <li>● Compare 2 sets of coins and one-dollar bills               <ul style="list-style-type: none"> <li>○ Using terms <i>greater than</i>, <i>less than</i> and <i>equal to</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Q:57RJZA-1 (determine, less than \$2.00)</li> <li>2. Q:2H4Z1J-1 (compare, less than \$2.00)</li> <li>3. Q:126AJ0-1 (TEI, compare, less than \$2.00)</li> <li>4. Q:84BLLC-1 (TEI, compare, less than \$2.00)</li> <li>5. Q:RZTWW0-3 (compare, \$2.00 or less)</li> <li>6. Q:JRW0PP-1 (count, determine, less than \$2.00)</li> <li>7. Q:181VKK-1 (determine, less than \$2.00)</li> <li>8. Q:K5WP0V-1 (count, less than \$2.00)</li> <li>9. Q:D9Z44B-1 (determine, less than \$2.00)</li> <li>10. Q:0MSKKF-1 (determine, less than \$2.00)</li> </ol>

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**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.7b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Use (1)</li><li>• Write (1)</li></ul>	<ul style="list-style-type: none"><li>• Cent symbol, dollar symbol, decimal point</li><li>• Total value of money<ul style="list-style-type: none"><li>○ \$2.00 or less</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. Q:5ESM1D-1 (use, cent symbol)</li><li>2. Q:J3YLAV-1 (use, dollar symbol, decimal point)</li><li>3. Q:27HJL5-1 (use, dollar symbol, decimal point)</li><li>4. Q:P3E6D9-1 (use, dollar symbol, decimal point)</li><li>5. Q:16XRWE-1 (TEI, use, write, dollar symbol, decimal point)</li><li>6. Q:9AXMX9-2 (use, dollar symbol)</li><li>7. Q:E0TD45-3 (use, cent symbol)</li><li>8. Q:0913A1-1 (TEI, use, write, dollar symbol, decimal point)</li><li>9. Q:PT90B0-1 (use, cent symbol)</li></ol>

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.8a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>● Estimate (2)</li><li>● Measure (2)</li> <li>● Identify (1)</li></ul>	<ul style="list-style-type: none"><li>● Length to the nearest inch<ul style="list-style-type: none"><li>○ Using a ruler</li></ul></li> <li>● Lines segments and other objects<ul style="list-style-type: none"><li>○ Using a ruler</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. Q:44903N-1 (measure, ruler, nearest inch)</li><li>2. Q:DCR1XT-1 (measure, ruler, nearest inch)</li><li>3. Q:6E1F3A-1 (measure, ruler, nearest inch)</li><li>4. Q:9N6N94-2 (measure, ruler, nearest inch)</li><li>5. Q:0E7JGG-2 (measure, ruler, nearest inch)</li><li>6.</li></ol>

- Need questions for identifying Ruler as an instrument for measuring length
- Need TEI questions

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.8b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>● Estimate (2)</li><li>● Measure (2)</li><li>● Identify (1)</li></ul>	<ul style="list-style-type: none"><li>● Weight to the nearest pound<ul style="list-style-type: none"><li>○ Using a scale</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. Q:3XT4JB-1 (scale as instrument)</li><li>2. Q:KWJ5W6-1 (estimate weight, nearest pound)</li><li>3. Q:72AE1W-1 (estimate weight, nearest pound)</li><li>4. Q:23F2HF-2 (estimate weight, nearest pound)</li><li>5. Q:8ZYGAN-2 (estimate weight, nearest pound)</li><li>6. Q:V7XK5L-4 (measure weight, nearest pound)</li></ol>

- Need questions for identifying different types of scales
- Need TEI questions

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.9**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>● Show (1)</li> <li>● Tell (1)</li> <li>● Write (1)</li>   <li>● Match (2)</li> </ul>	<ul style="list-style-type: none"> <li>● Time to nearest 5 minutes               <ul style="list-style-type: none"> <li>○ Using an analog and digital clock</li> </ul> </li>   <li>● Written time &amp; pictures (clock/digital face)</li> </ul>	<ol style="list-style-type: none"> <li>1. Q:VE16EW-1 (tell time, analog clock, nearest 5 minutes)</li> <li>2. Q:V825N8-1 (match, digital clock, nearest 5 minutes)</li> <li>3. Q:8TXKSD-1 (match, analog clock, nearest 5 minutes)</li> <li>4. Q:2T4PXC-1 (TEI, tell, write, analog clock, nearest 5 minutes)</li> <li>5. Q:CPF33G-2 (match, analog &amp; digital clocks, nearest 5 minutes)</li> <li>6. Q:0BPN32-2 (match, analog clock, nearest 5 minutes)</li> <li>7. Q:ANAJB1-1 (match, analog clock, nearest 5 minutes)</li> <li>8. Q:X52HVD-1 (match, analog clock, nearest 5 minutes)</li> <li>9. Q:DTFXBV-1 (match, analog clock, nearest 5 minutes)</li> <li>10. Q:NA2ZHF-1 (match, analog clock, nearest 5 minutes)</li> </ol>

# Revised Bloom's Levels

Creating - 6                      Applying - 3

Evaluating - 5                      Understanding - 2

Analyzing - 4                      Remembering - 1

## PowerSchool Assessment Name: District 2.10a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"><li>Determine (2)</li></ul>	<ul style="list-style-type: none"><li>From a given date</li><li>Past or future dates<ul style="list-style-type: none"><li>Using a calendar</li><li>Specific days and weeks</li></ul></li></ul>	<ol style="list-style-type: none"><li>Q:2RNH81-1 (TEI, determine, past, future dates, using a calendar)</li><li>Q:4PAL0W-2 (determine, future date, weeks, using a calendar)</li><li>Q:5HKHTJ-2 (determine, future date, weeks, using a calendar)</li><li>Q:L0T8EM-2 (determine, future date, days, using a calendar)</li><li>Q:PAE02J-2 (determine, past date, days, using a calendar)</li><li>Q:JCNAF0-2 (determine, past date, weeks, using a calendar)</li><li>Q:J25ZD5-2 (determine, future date, weeks, using a calendar)</li><li>Q:HXC829-2 (determine, future date, days, using a calendar)</li><li>Q:CAFXZN-2 (determine, past date, weeks, using a calendar)</li><li>Q:LVZXFP-2 (determine, future date, weeks, using a calendar)</li></ol>

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**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.10b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>Identify (2)</li></ul>	<ul style="list-style-type: none"><li>Specific days and dates on a given calendar</li></ul>	<ol style="list-style-type: none"><li>Q:4C641Y-1 (specific date)</li><li>Q:CSMW3D-2 (specific date)</li><li>Q:X5PRH8-2 (specific day)</li><li>Q:F9K2C4-2 (specific date)</li><li>Q:V1GJV2-2 (specific date)</li><li>Q:7V1DJ2-2 (specific day)</li><li>Q:3JA186-3 (specific date)</li><li>Q:TGZNZ0-3 (specific date)</li></ol>

- Need TEI Questions



# Revised Bloom's Levels

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Analyzing - 4                      Remembering - 1

## PowerSchool Assessment Name: District 2.11

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"><li>• Read (2)</li><li>• Identify (1)</li></ul>	<ul style="list-style-type: none"><li>• Temperature to the nearest 10 degrees<ul style="list-style-type: none"><li>○ In Fahrenheit</li></ul></li><li>• Different types of thermometers<ul style="list-style-type: none"><li>○ real world</li><li>○ physical models</li><li>○ pictorial representations</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. Q:G1A9LC-1 (read temperature, nearest 10°F)</li><li>2. Q:62R2B6-1 (read temperature, nearest 10°F)</li><li>3. Q:K418VR-1 (read temperature, nearest 10°F)</li><li>4. Q:12H41C-1 (read temperature, nearest 10°F)</li><li>5. Q:DFS9NZ-1 (read temperature, nearest 10°F)</li><li>6. Q:08DPMG-2 (read temperature, nearest 10°F)</li><li>7. Q:WYZYLC-2 (read temperature, nearest 10°F)</li></ol>

- Need questions for identifying different types of thermometers as measurement instruments
- Need TEI Questions

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.12a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Draw (2)</li><li>• Determine (2)</li><li>• Explain (3)</li></ul>	<ul style="list-style-type: none"><li>• Symmetry in a figure</li><li>• Symmetry in a figure<ul style="list-style-type: none"><li>○ Same size</li><li>○ Same shape</li></ul></li><li>• Reasoning</li></ul>	<ol style="list-style-type: none"><li>1. Q:2AKM4A-1 (determine line of symmetry)</li><li>2. Q:SF9960-1 (determine line of symmetry)</li><li>3. Q:DRWZDA-1 (determine line of symmetry)</li><li>4. Q:68BKPR-1 (determine line of symmetry)</li><li>5. Q:2KVL0L-1 (determine line of symmetry)</li><li>6. Q:2Y5LRB-1 (determine line of symmetry)</li><li>7. Q:JNHT9H-1 (determine line of symmetry)</li><li>8. Q:KLVB8L-2 (determine line of symmetry)</li><li>9. Q:2KP2CS-1 (TEI, determine line of symmetry)</li><li>10. Q:9MNWDS-1 (determine line of symmetry)</li></ol>

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.12b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>● Identify (2)</li><li>● Create (4)</li><li>● Determine (3)</li></ul> <ul style="list-style-type: none"><li>● Explain (3)</li></ul>	<ul style="list-style-type: none"><li>● Figures with at least one line of symmetry<ul style="list-style-type: none"><li>○ Using mirrors</li><li>○ Using paper-folding</li><li>○ Using pattern blocks</li></ul></li><li>● Reasoning</li></ul>	<ol style="list-style-type: none"><li>1. Q:WZFL70-1 (create figure with symmetry)</li><li>2. Q:3V8F9F-1 (identify figure with symmetry)</li><li>3. Q:LGSJE9-1 (identify figure with symmetry)</li><li>4. Q:73WAHY-1 (create figure with symmetry)</li><li>5. Q:620H52-1 (determine line of symmetry)</li><li>6. Q:26D2N5-1 (TEI, determine line of symmetry)</li><li>7. Q:G9RE68-2 (create figure with symmetry)</li><li>8. Q:1EAM8X-1 (determine line of symmetry)</li><li>9. Q:H3WRH7-1 (create figure with symmetry)</li><li>10. Q:1XEKSB-1 (TEI, identify figure with symmetry)</li></ol>

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.13**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>● Identify (2)</li> <li>● Describe (2)</li> <li>● Compare (3)</li> <li>● Contrast (3)</li> <li>● Determine (3)</li> <li>● Trace (2)</li> <li>● Create (2)</li> </ul>	<ul style="list-style-type: none"> <li>● Plane and solid figures               <ul style="list-style-type: none"> <li>○ Circles, spheres</li> <li>○ squares, cubes</li> <li>○ rectangles, rectangular prisms</li> <li>○ Using models, cut-outs</li> </ul> </li> <li>● Characteristics               <ul style="list-style-type: none"> <li>○ shape of their faces</li> <li>○ number of edges</li> <li>○ number of vertices</li> <li>○ number of sides/ angles</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Q:9EJSCV-1 (trace, rectangular prism, rectangle)</li> <li>2. Q:NGS6RG-1 (describe solid figure, faces, rectangular prism)</li> <li>3. Q:1MRJ18-1 (identify, sphere)</li> <li>4. Q:BA1D3X-2 (describe solid figure, edges, cube)</li> <li>5. Q:2TGS20-2 (TEI, describe, solid figure, edges, faces, vertices, rectangular prism)</li> <li>6. Q:1JBL1F-3 (TEI, identify plane and solid figures)</li> <li>7. Q:2MCMTR-1 (TEI, identify plane and solid figures)</li> <li>8. Q:WK2PJ2-1 (describe solid figure, faces, cube)</li> <li>9. Q:FH6W8K-2 (compare, rectangular prism &amp; cube)</li> <li>10. Q:2XC61C-1 (identify, cube)</li> </ol>

# Revised Bloom's Levels

Creating - 6                      Applying - 3

Evaluating - 5                      Understanding - 2

Analyzing - 4                      Remembering - 1

## PowerSchool Assessment Name: District 2.14

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> <li>● Use (2)</li> <li>● Conduct (2)</li>   <li>● Predict (3)</li>   <li>● Interpret (3)</li>   <li>● Record (2)</li> </ul>	<ul style="list-style-type: none"> <li>● Probability experiments               <ul style="list-style-type: none"> <li>○ Using Multi-colored spinners</li> <li>○ Using colored tiles</li> <li>○ Using numbered cubes</li> </ul> </li>   <li>● Outcomes of repeated experiment               <ul style="list-style-type: none"> <li>○ Using words <i>more or less likely to occur</i></li> </ul> </li>   <li>● Results of repeated experiment</li>   <li>● Results               <ul style="list-style-type: none"> <li>○ Using Tables</li> <li>○ Using charts</li> <li>○ using tally marks</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Q:EW8P5G-1 (predict, more likely)</li> <li>2. Q:1BCNXK-1 (TEI, predict outcomes)</li> <li>3.</li> </ol>

● Need more questions

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.15a**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>● Collect (2)</li><li>● Organize (2)</li></ul>	<ul style="list-style-type: none"><li>● Pictographs, bar graphs</li><li>● Various forms of data collections- lists, tables, objects, pictures, symbols, tally marks, charts</li></ul>	<ol style="list-style-type: none"><li>1. Q:A3L2W8-1 (represent data in pictographs)</li><li>2. Q:RZZC6K-1 (represent data in bar graphs)</li><li>3. Q:5JTBAB-1 (represent data in bar graphs)</li><li>4. Q:167NZE-1 (represent data in pictographs)</li><li>5. Q:TRXT63-3 (represent data in bar graphs)</li><li>6. Q:PXXDAH-1 (TEI, represent data in pictographs)</li><li>7. Q:13V9CE-1 (TEI, organize data, bar graphs)</li><li>8. Q:2V56M6-1 (TEI, represent data in bar graphs)</li><li>9. Q:TN4YM0-9 (TEI, represent data in bar graphs)</li></ol>
<ul style="list-style-type: none"><li>● Represent (3)</li></ul>	<ul style="list-style-type: none"><li>● Pictographs and bar graphs</li><li>● No more than 4 categories</li><li>● 16 or fewer data points</li></ul>	

## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.15b**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>● Read (3)</li> <li>● Interpret (3)</li>   <li>● Describe (3)</li>   <li>● Use (3)</li>   <li>● Make predictions (3)</li>   <li>● Identify (3)</li> </ul>	<ul style="list-style-type: none"> <li>● Bar graphs and pictographs</li> <li>● Up to 25 data points</li> <li>● No more than 6 categories</li> <li>● Horizontal or vertical</li> <li>● State orally and in writing</li>   <li>● Categories               <ul style="list-style-type: none"> <li>○ Adding together data points</li> </ul> </li>   <li>● Data to compare</li>   <li>● Of data               <ul style="list-style-type: none"> <li>○ Using bar graph</li> <li>○ Using pictograph</li> </ul> </li>   <li>● Categories with the greatest, least, same</li> </ul>	<ol style="list-style-type: none"> <li>1. Q:CAG6HZ-1 (interpret bar graph, use data to make comparisons)</li> <li>2. Q:091JT4-1 (interpret bar graph, least)</li> <li>3. Q:946MND-1 (interpret bar graph)</li> <li>4. Q:RYNGDG-1 (read pictograph)</li> <li>5. Q:NR4DN3-1 (TEI, interpret bar graph, use data to make comparisons)</li> <li>6. Q:0AWL0E-1 (TEI, interpret bar graph, use data to make comparisons)</li> <li>7. Q:F2KPMM-2 (read pictograph)</li> <li>8. Q:ALWM81-2 (interpret pictograph, use data to make comparisons)</li> <li>9. Q:0RYAE3-1 (interpret bar graph, most)</li> <li>10. Q:S8BJEG-1 (interpret bar graph, most)</li> </ol>

# Revised Bloom's Levels

Creating - 6                      Applying - 3

Evaluating - 5                      Understanding - 2

Analyzing - 4                      Remembering - 1

## PowerSchool Assessment Name: District 2.16

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> <li>Identify (2)</li> </ul>	<ul style="list-style-type: none"> <li>Growing and repeating patterns</li> </ul>	<ol style="list-style-type: none"> <li>Q:FF94D3-1 (extend repeating pattern, pictures)</li> </ol>
<ul style="list-style-type: none"> <li>Describe (2)</li> </ul>	<ul style="list-style-type: none"> <li>Core of a given pattern</li> <li>How pattern is changing</li> </ul>	<ol style="list-style-type: none"> <li>Q:07E6B6-1 (extend growing pattern, numbers)</li> <li>Q:07A3B9-1 (TEI, extend growing pattern, numbers)</li> </ol>
<ul style="list-style-type: none"> <li>Create (3)</li> </ul>	<ul style="list-style-type: none"> <li>Growing and repeating patterns               <ul style="list-style-type: none"> <li>Using objects</li> <li>Using pictures</li> <li>Using numbers</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Q:9R3ZNS-1 (transfer repeating pattern)</li> <li>Q:PN28DK-1 (extend growing pattern, numbers)</li> <li>Q:TM9SYK-2 (extend growing pattern, numbers)</li> <li>Q:GWZ5SP-1 (extend growing pattern, pictures)</li> </ol>
<ul style="list-style-type: none"> <li>Extend (3)</li> </ul>	<ul style="list-style-type: none"> <li>Growing and repeating patterns               <ul style="list-style-type: none"> <li>Using objects</li> <li>Using pictures</li> <li>Using numbers</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Q:XHASSH-1 (extend repeating pattern, numbers)</li> </ol>
<ul style="list-style-type: none"> <li>Transfer (3)</li> </ul>	<ul style="list-style-type: none"> <li>One form to another               <ul style="list-style-type: none"> <li>Using objects</li> <li>Using pictures</li> <li>Using numbers</li> </ul> </li> </ul>	

- Need TEI questions



## **Revised Bloom's Levels**

**Creating - 6                      Applying - 3**

**Evaluating - 5                      Understanding - 2**

**Analyzing - 4                      Remembering - 1**

### **PowerSchool Assessment Name: District 2.17**

<b>Verbs (Bloom's)</b>	<b>Parameters</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Demonstrate (2)</li><li>• Identify (2)</li><li>• Use (3)</li></ul>	<ul style="list-style-type: none"><li>• Equality using symbols = and <math>\neq</math></li><li>• Values, expressions, and models</li><li>• Using words <i>equal to</i>, <i>not equal to</i>, <i>equivalent</i></li></ul>	<ol style="list-style-type: none"><li>1. Q:PADKJY-1 (identify equality)</li><li>2. Q:3MSWL8-1 (identify equality)</li><li>3. Q:CER75V-1 (identify equality)</li><li>4. Q:93Z8ED-1 (identify equality)</li><li>5. Q:0WAH0N-1 (identify equality)</li><li>6. Q:SYECAG-1 (identify equality)</li><li>7. Q:RPGZY8-1 (identify equality)</li><li>8. Q:9ZAZEM-1 (identify equality)</li><li>9. Q:08VEEZ-2 (identify equality)</li></ol>

- **Need TEI Questions**