

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.1a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Read (2)• Write (2)• Identify (2)• Communicate(2)	<ul style="list-style-type: none">• Nine-digit whole numbers• Place in a nine-digit number• Value in a nine-digit number• Standard form• Written form	<ol style="list-style-type: none">1. Q: OR3K24-1 (read 7 digit)2. Q: BLFIV6-1 (read, identify value 7 digit)3. Q: KJF9GF-1 (read, identify place 6 digit)4. Q: 9RPK88-2 (identify value 7 digit)5. Q: 6488EB-1 (write, word form)6. Q: 147JCG-2 (read, word form)7. Q: R8J4G7-2 (write, word form)8. Q: 2X28EY-3 (identify, place 6 digit)9. Q: OPSJ1V-1 (TEI, identify value 4 digit)10. Q: N56N86-1 (TEI, identify value 7 digit)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.1b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Compare (4)• Order (2)	<ul style="list-style-type: none">• Whole numbers through millions• Compare two whole numbers through millions• Using the words <i>greater than, less than, equal to, and not equal to</i>• Using the symbols($>$, $<$, $=$, and \neq).• Order up to four whole numbers through millions	<ol style="list-style-type: none">1. Q:09PBJ4-1 (Compare, Symbols)2. Q:2L4951-2 (Compare, Words)3. Q:5JHSZ9-1 (Compare, Symbols)4. Q:NX9LR1-1 (Compare, Symbols)5. Q:LTLGVX-1 (Compare, Symbols)6. Q:2AJF4P-1 (Compare, Words)7. Q:0D7YZW-1 (Order, TEI, Number line)8. Q:2KYYJS-1 (Order, TEI, Number line)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.1c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">● Round (3)● Identify(2)	<ul style="list-style-type: none">● Round whole numbers expressed through millions to the nearest<ul style="list-style-type: none">○ Thousand○ Ten thousand○ Hundred thousand● Identify the range of numbers that round to a given<ul style="list-style-type: none">○ Thousand○ Ten thousand○ Hundred thousand	<ol style="list-style-type: none">1. Q:ZDY547-1 (Round, TEI, Thousand)2. Q:0X8YS8-1 (Round, TEI, Ten Thousand)3. Q:233VHD-1 (Round, TEI, Hundred Thousand)4. Q:2NV4M7-1 (Identify, Range, Thousand)5. Q:04DTZX-1 (Identify, Range, Ten Thousand)6. Q:29P0KD-1 (Identify, Range Hundred Thousand)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.2b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Represent (3) • Using (3)	<ul style="list-style-type: none">• Area/region models• Equivalent Fractions through 12ths • Set Models• Measurement length models	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.2c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">Identify (4)	<ul style="list-style-type: none">Division StatementFractionsWith modelsIn context	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.3a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Read(2)• Write (2)• Represent(2)	<ul style="list-style-type: none">• Decimals through thousandths	
<ul style="list-style-type: none">• Identify(4)• Communicate (2)	<ul style="list-style-type: none">• Written form• Oral form	
<ul style="list-style-type: none">• Investigate(4)	<ul style="list-style-type: none">• Ten to one Place Value Relationships	
<ul style="list-style-type: none">• Use(4)	<ul style="list-style-type: none">• Base-ten blocks• Drawings• Numerical symbols• Pictorial representations<ul style="list-style-type: none">○ Relate the appropriate drawing to 0.05)	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.3b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Round(3)	<ul style="list-style-type: none">• Decimals expressed through thousandths• Nearest whole number	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.3c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Compare (3)• Order (2)• Use (3)	<ul style="list-style-type: none">• Two decimals expressed through thousandths• Order a set up to four decimals, expressed through thousandths<ul style="list-style-type: none">○ From least to greatest○ From greatest to least• Use symbols (>,<=, and ≠)• Use words<ul style="list-style-type: none">○ Greater than○ Less than○ Equal to○ Not equal to	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.3d

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Represent (2)• Relate (2)• Use (3) • Write (1)	<ul style="list-style-type: none">• Given a model• Fractions to decimals• Concrete objects (10x10 grids, meter sticks, number lines, decimal squares, decimal circles, money) • Halves, fourths, fifths, tenths• Through hundredths• Decimal and Fraction equivalents (e.g.. $\frac{1}{4} = 0.25$ or $0.25 = \frac{1}{4}$; $1.25 = \frac{5}{4}$ or $1\frac{1}{4}$)	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.4a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Demonstrate (3)	<ul style="list-style-type: none">• Fluency with multiplication through 12 x 12• Corresponding division facts	<ol style="list-style-type: none">1. Q:MSH7E8-1 (Demonstrate, Multiplication)2. Q:0RMFYV-1 (Demonstrate, Multiplication)3. Q:052Y0G-1 (Demonstrate, TEI, Multiplication)4. Q:6E12YG-1 (Demonstrate, Division)5. Q:GJNA6D-1 (Demonstrate, Division)6. Q:BN2H6E-1 (Demonstrate, Division)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.4b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Estimate (5) ● Adjusting (4) ● Refine (6) ● Determine (3) ● Use (3) 	<ul style="list-style-type: none"> ● Whole numbers ● Sums, differences, products, and quotients ● With context ● Without context ● Place value strategies ● Estimates <ul style="list-style-type: none"> ○ Final amount ● Properties of addition strategies <ul style="list-style-type: none"> ○ Two whole numbers 999,999 or less ● Properties of multiplication <ul style="list-style-type: none"> ○ Product of two whole numbers ○ Both factors have two digits or fewer ● Place value strategies ● Use terms <ul style="list-style-type: none"> ○ Closer to ○ Between ○ A little more than 	<ol style="list-style-type: none"> 1. Q:DJZTC3-1 (Determine, Apply,,Sums) 2. Q:WFGP51-1 (Estimate, Difference) 3. Q:WMXNH3-1 (Estimate, Sum) 4. Q:A54G9H-1 (Estimate, Terms, Products) 5. Q:DA7BF5-2 (Refine, Estimate, Products) 6. Q:0824EC-3 (Estimate, Terms, Difference) 7. Q:1HNLR1-1 (Determine,Multiplication. Area Model) 8. Q:5R3C3F-1 (Determine, Difference) 9. Q:1DEPF6-1 (Determine, Multiplication, Place Value)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.4c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Apply (3) ● Determine (3) ● Estimate (5) ● Adjust (4) ● Refine (6) ● Use (3) 	<ul style="list-style-type: none"> ● Place value strategies ● Properties of multiplication ● Properties of addition ● Quotient of a two whole numbers <ul style="list-style-type: none"> ○ One digit divisor ○ Two or three digit dividend ○ With remainders ○ Without remainder ● Final amount ● Terms <ul style="list-style-type: none"> ○ Closer to ○ Between ○ A little more than 	<ol style="list-style-type: none"> 1. Q:5821JR-1 (Estimate, Context) 2. Q:R2L0D1-1 (Estimate, Terms) 3. Q:2Y3N2F-1 (Determine, Models) 4. Q:BSGDCW-1 (Determine, 1-digit divisor, 3-digit dividend) 5. Q:NMCP8E-1 (Estimate, Terms) 6. Q:2AGP8J-6 (Determine, 1-digit divisor, 3-digit dividend, Remainder)

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Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.4d

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Create (6) ● Solve (3) ● Use (3) ● Interpret (5) 	<ul style="list-style-type: none"> ● Practical Problems <ul style="list-style-type: none"> ○ Single-step ○ Multistep ● Whole Numbers <ul style="list-style-type: none"> ○ Addition ○ Subtraction ○ Multiplication ○ Division ● Context <ul style="list-style-type: none"> ○ Single-step practical problem ○ Quotient ○ Remainder 	<ol style="list-style-type: none"> 1. Q:0JT3LH-1 (Solve, Addition) 2. Q:04DZ69-1 (Solve, Multiplication) 3. Q:1YEV71-1 (Solve, Multiplication) 4. Q:2BEX2Z-1 (Solve, Multiplication) 5. Q:J8S4CP-1 (Solve, Multi-step) 6. Q:B4D5HR-1 (Solve, Multi-step) 7. Q:18FW2X-1 (Solve, Multi-step) 8. Q:1DY5SZ-1 (Solve, Subtraction) 9. Q:ADW7DC-1 (Solve, Division) 10. Q:0X1Y80-1 (Interpret, Division)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.5a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Determine (3)	<ul style="list-style-type: none">• Common Multiples• Common Factors• Least Common Multiple<ul style="list-style-type: none">○ No more than three numbers• Greatest Common Factor<ul style="list-style-type: none">○ No more than three numbers	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.5b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Add (3)• Subtract (3) • Estimate (5)• Simplify (4)	<ul style="list-style-type: none">• Fractions<ul style="list-style-type: none">○ Proper○ Improper○ Mixed numbers○ Like and Unlike Denominators○ Limited to 2, 3, 4, 5, 6, 8, 10, 12• Subtraction will be limited to problems that do not require regrouping• Sums and Differences• Simplify the resulting fractions• Common Denominator<ul style="list-style-type: none">○ Should not exceed 60• Common Multiples	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.5c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Estimate (5)• Solve (3)• Simplify (4)	<ul style="list-style-type: none">• Sums and Differences• Single-step practical problems<ul style="list-style-type: none">○ Addition○ Subtraction• Fractions<ul style="list-style-type: none">○ Proper○ Improper• Mixed Numbers• Like and Unlike Denominators<ul style="list-style-type: none">○ Limited to 2,3,4,5,6,8, 10, and 12Subtraction will be limited to problems that do not require regrouping• Simplify the resulting fraction• Subtraction will be limited to problems that do not require regrouping	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.6a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Add (3)• Subtract (3)• Estimate (5) • Using (3)	<ul style="list-style-type: none">• Sums• Differences• Decimals through thousandths • Concrete materials• Pictorial representations• Paper and pencil	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.6b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Add (3)• Subtract (3)• Solve (3)	<ul style="list-style-type: none">• Single-step practical problems<ul style="list-style-type: none">○ Decimals through thousandths• Multistep practical problems<ul style="list-style-type: none">○ Decimals through thousandths	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.7

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Determine (3)	<ul style="list-style-type: none">• Polygon<ul style="list-style-type: none">○ No more than eight sides○ Lengths of sides are given○ With diagrams• Rectangle<ul style="list-style-type: none">○ When given the measure of two adjacent sides○ With models○ Without models• Square<ul style="list-style-type: none">○ Measure of one side given○ With diagrams○ Without diagrams	
<ul style="list-style-type: none">• Solve (3)	<ul style="list-style-type: none">• Practical problems<ul style="list-style-type: none">○ U. S. Customary units○ Metric units	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.8a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Describe (2)• Determine (3) • Estimate (5)• Measure (5)• Compare (2)	<ul style="list-style-type: none">• US Customary units• Metric unit• Inch, foot, mile• mm, cm, m • Nearest part of an inch; $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$• Nearest ft, yd, mm, cm, m• Actual measurement of length	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.8b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Determine (3)• Measure (5)• Estimate (5) • Record (1)	<ul style="list-style-type: none">• U.S Customary• Metric units• Ounce, pound, gram, kilogram • Weight and mass	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.8c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Identify (1)	<ul style="list-style-type: none">• Equivalent measures• U.S Customary• Length<ul style="list-style-type: none">○ inches & feet○ feet & yards○ inches & yards○ yards & miles• Weight/Mass<ul style="list-style-type: none">○ ounces & pounds• Liquid Volume<ul style="list-style-type: none">○ cups, pints, quarts, and gallons	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.8d

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Solve (3) • Determine (5)• Estimate (3)• Record (1) • Solve (3)	<ul style="list-style-type: none">• Practical problems • Appropriate Unit of Measure<ul style="list-style-type: none">○ U.S. Customary○ Length○ Weight/Mass○ Liquid volume • Practical problems<ul style="list-style-type: none">○ U.S. Customary○ Length○ Weight/Mass○ Liquid volume	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.9

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Solve (3)• Determine (3)	<ul style="list-style-type: none">• Practical problems• In hours• In minutes• Within 12-hour period• Within a.m.; within p.m.• Across a.m. and p.m.• Elapsed time• Ending time• Beginning time	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.10a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Identify (1)• Describe (1) • Use (3)	<ul style="list-style-type: none">• Points, line segments, rays, angles, endpoints, and vertices • Symbolic notation to name points, lines, line segments, rays and angles	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.10b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">● Identify (1)● Describe (1) ● Use (3)	<ul style="list-style-type: none">● Parallel, perpendicular, intersecting line segments● Plane & solid figures● Practical situations that illustrate<ul style="list-style-type: none">○ Parallel○ Intersecting○ Perpendicular lines ● Symbolic notation<ul style="list-style-type: none">○ Parallel lines○ Perpendicular lines	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.11

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">● Identify (1)● Describe (1) ● Compare (4)● Contrast (4)	<ul style="list-style-type: none">● Plane and solid figures ● Plane and solid figure<ul style="list-style-type: none">○ Cube, rectangular prism, square pyramid, sphere ● Characteristics<ul style="list-style-type: none">○ Number of of sides, angles, vertices, edges, faces	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.12

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Classify (3) • Develop (6) • Identify (1) • Compare (4) • Contrast (4) 	<ul style="list-style-type: none"> • Quadrilaterals <ul style="list-style-type: none"> ○ Parallelograms ○ Rectangles ○ Squares ○ Rhombi ○ Trapezoids • Definitions <ul style="list-style-type: none"> ○ Parallelograms ○ Rectangles ○ Squares ○ Rhombi ○ Trapezoids • Properties <ul style="list-style-type: none"> ○ Include parallel, perpendicular and congruent sides • Parallel sides, congruent sides, right angles <ul style="list-style-type: none"> ○ Using geometric marking • Properties <ul style="list-style-type: none"> ○ Quadrilaterals 	

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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.13a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Determine (3)• Model (5) • Use (3)	<ul style="list-style-type: none">• All possible outcomes of a given simple event where there are no more than 24 possible outcomes • Least likely outcome • Likelihood of an event occurring and relate it to its whole number or fractional representation<ul style="list-style-type: none">○ Impossible or zero○ Equally likely○ Certain to one • Manipulatives<ul style="list-style-type: none">○ Coins○ Number Cubes○ Spinners	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.13b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Represent (3)• Write (3)• Determine (3)	<ul style="list-style-type: none">• Probability of a given simple event as a fraction, where there are no more than 24 possible outcomes.	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.13c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Create (6)• Represent (3)	<ul style="list-style-type: none">• A Model• Practical problem<ul style="list-style-type: none">○ Representing a given probability	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 4.14a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Collect (3)	<ul style="list-style-type: none">• Data<ul style="list-style-type: none">○ Observations○ Surveys○ Experiments○ Polls○ Questionnaires	
<ul style="list-style-type: none">• Organize (4)	<ul style="list-style-type: none">• Data<ul style="list-style-type: none">○ Charts○ Graphs	
<ul style="list-style-type: none">• Represent (3)	<ul style="list-style-type: none">• Data in Bar Graphs<ul style="list-style-type: none">○ Label x and y axis○ Equal increments• Axis<ul style="list-style-type: none">○ Numerical Data○ Categorical Data• Data in Line Graphs<ul style="list-style-type: none">○ Vertical axis with equal whole number increments of one or more○ Horizontal axis with continuous data commonly related to time○ No more than 10	

<ul style="list-style-type: none"> • Identify (1) • Label (1) 	<p style="text-align: center;">identified points along a continuum for continuous data.</p> <ul style="list-style-type: none"> • Title the graph or identify an appropriate title. • Axes <ul style="list-style-type: none"> ○ Appropriate label 	
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PowerSchool Assessment Name: District 4.14b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Interpret (5) • Write (5) 	<ul style="list-style-type: none"> • Data <ul style="list-style-type: none"> ○ Make observations ○ Bar graphs/Line graphs ○ Make inferences ○ Answer questions • At least one sentence <ul style="list-style-type: none"> ○ Describe the analysis ○ Identify parts of data with special characteristics • Categories <ul style="list-style-type: none"> ○ Greatest, the least or the same 	

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PowerSchool Assessment Name: District 4.14c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Compare (4)	<ul style="list-style-type: none">• Representations<ul style="list-style-type: none">○ Two different representations of the same data○ Displayed on bar graph and line graph, chart and line graph, or pictograph and line graph	

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PowerSchool Assessment Name: District 4.15

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Identify (1) ● Describe (1) 	<ul style="list-style-type: none"> ● Patterns (use) <ul style="list-style-type: none"> ○ Words ○ Objects ○ Pictures ○ Numbers ○ Tables ● Rules <ul style="list-style-type: none"> ○ Numerical pattern in a list or table ○ Single operation, addition, subtraction, multiplication of whole numbers 	
<ul style="list-style-type: none"> ● Create (6) 	<ul style="list-style-type: none"> ● Patterns <ul style="list-style-type: none"> ○ Objects ○ Pictures ○ Numbers ○ Tables 	
<ul style="list-style-type: none"> ● Extend (6) 	<ul style="list-style-type: none"> ● Patterns <ul style="list-style-type: none"> ○ Objects ○ Pictures ○ Numbers ○ Tables 	
<ul style="list-style-type: none"> ● Solve 	<ul style="list-style-type: none"> ● Practical Problems 	

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">○ Add, subtract, multiply whole numbers○ Add, subtract fractions, with like denominators 12 or less | |
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PowerSchool Assessment Name: District 4.16

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Recognize (1) ● Demonstrate (3) ● Write (1) ● Represent (3) ● Identify (1) ● Distinguish (2) 	<ul style="list-style-type: none"> ● Equality in an equation ● Equation to represent equivalent mathematical relationships ● Appropriate symbol to distinguish between expressions that are equal (=) and expressions that are not equal (\neq) <ul style="list-style-type: none"> ○ Addition, subtraction, multiplication and division 	<ol style="list-style-type: none"> 1. Q:3STHZ1-1 (Recognize, Equality) 2. Q:35BRK1-1 (Recognize, Equality) 3. Q:2X9E3E-1 (Recognize, Equality) 4. Q:89A7NR-2 (Demonstrate, Equality) 5. Q:1JKBX9-1 (Identify, Use, Not Equal) 6. Q:1JP4WH-1 (Identify, Use, Not Equal)