

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.1a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Read (2)• Write (2) • Identify (2) • Represent (3)• Determine (2)	<ul style="list-style-type: none">• Six-digit number orally• Six-digit numerals in standard form<ul style="list-style-type: none">○ Verbally or written• Place value in a six-digit number<ul style="list-style-type: none">○ With models○ Without models• Value in a six-digit number• Numbers up to 9,999 in multiple ways	<ol style="list-style-type: none">1. Q:84HKR4 -1 (identify value, tens, models)2. Q:ERR1F5 -1 (read, write, 6 digits, w/o models)3. Q:024MPK -1 (TEI, read, determine, value, no models)4. Q:04YWJP -1 (TEI, identify place, 4 digits)5. Q:25LWTP -1 (TEI, read and write, 6 digits)6. Q:BYDKL2 -2 (identify, value, models)7. Q:RX3B7W -1 (write; place; 1,000; 100,000)8. Q:BNKVVM -1 (read, identify, no models)9. Q:50WZXX -2 (write, w/o words)10. Q:18NBZ4-1 (TEI, value, 6 digits)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.1b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Round (3) • Solve (3)	<ul style="list-style-type: none">• Numbers 9,999 or less to the nearest<ul style="list-style-type: none">○ Ten○ Hundred○ Thousand• Problems using the rounding of number 9,999 or less to the nearest<ul style="list-style-type: none">○ Ten○ Hundred○ Thousand	<ol style="list-style-type: none">1. Q:72V2AN -1 (round, nearest ten, 4 digits)2. Q:G1ZB0D-1 (round, nearest ten, 4 digits)3. Q:6D762Y-1 (round, solve, nearest hundred, 4 digits)4. Q:A8WWH5-1 (round, nearest hundred, 4 digits)5. Q:CEJZ66-1 (round, solve, nearest hundred, 3 digits)6. Q:1SJ6KY-1 (round, solve, nearest thousand, 4 digits)7. Q:2YGFBL-2 (round, solve, nearest ten, 4 digits)8. Q:6NGG0B-2 (round, solve, nearest hundred 3 digits)9. Q:7E7EH2-2 (round, nearest hundred, 4 digits)10. Q:N5GG6B-2 (round, nearest thousand, 4 digits)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.1c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Compare (4) • Order (1) 	<ul style="list-style-type: none"> • Two whole numbers, each 9,999 or less <ul style="list-style-type: none"> ○ Symbols (>, <, =, or ≠) ○ Words <ul style="list-style-type: none"> ■ Greater than ■ Less than ■ Equal to ■ Not equal to • Up to three whole numbers, each 9,999 or less with <ul style="list-style-type: none"> ○ Concrete objects ○ Pictorials ○ Symbolicals ○ Least to greatest ○ Greatest to least 	<ol style="list-style-type: none"> 1. Q:CBBDJ6-1 (compare, symbols, 4 digits) 2. Q:9HTRHT-1 (compare, symbols, 4 digits) 3. Q:V7R701-1 (compare, symbols, 3 digits) 4. Q:XJKGJ0-2 (compare, symbols, 2 digits) 5. Q:K8VVP2-1 (compare, words, greater than, less than, 3 digits) 6. Q:ETWBMS-2 (compare, words, greater than, less than, 3 digits) 7. Q:8AAJTJ-1 (compare, words, greater than, less than, 3 & 4 digits) 8. Q:JG33D2-2 (compare, words, greater than, less than, 3 & 4 digits) 9. Q:19GLYK-1 (TEI, compare, symbols, 3 & 4 digits) 10. Q:2YCGD7-1 (TEI, compare, symbols, 3 & 4 digits)

Revised Bloom's Levels

- Creating - 6 Applying - 3**
- Evaluating - 5 Understanding - 2**
- Analyzing - 4 Remembering - 1**

PowerSchool Assessment Name: District 3.2a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Name (1) • Write (2) 	<ul style="list-style-type: none"> • Fractions with denominators of 12 or less in symbols <ul style="list-style-type: none"> ○ Proper <ul style="list-style-type: none"> ■ Concrete models ■ Pictorial models ○ Improper <ul style="list-style-type: none"> ■ Concrete models ■ Pictorial models • Mixed Numbers with denominators of 12 or less in symbols <ul style="list-style-type: none"> ○ Concrete models ○ Pictorial models 	<ol style="list-style-type: none"> 1. Q:KMY5FS-2 (name, set pictorial model) 2. Q:TBA0SG-1 (name, mixed number, circle pictorial model) 3. Q:VB4NWA-1 (name, mixed number, square pictorial model) 4. Q:8YW89W-1 (TEI, write, set pictorial model) 5. Q:7SHF29-1 (TEI, write, set pictorial model) 6. Q:2REAML-1 (name, number line model) 7. Q:2APXX7-1 (name, improper, rectangle model) 8. Q:1ACJ1Z-1 (name, improper, rectangle model)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.2b

Verbs (Bloom's)	Parameters	Questions
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<ul style="list-style-type: none"> ● Represent (3) ● Identify (1) 	<ul style="list-style-type: none"> ● Proper fractions <ul style="list-style-type: none"> ○ Models and symbols <ul style="list-style-type: none"> ■ Concrete sets ■ Pictorial sets ■ Area/region ■ Length/measurement ● Improper fractions <ul style="list-style-type: none"> ○ Models and symbols <ul style="list-style-type: none"> ■ Concrete sets ■ Pictorial sets ■ Area/region ■ Length/measurement ● Mixed Numbers <ul style="list-style-type: none"> ○ Models and symbols <ul style="list-style-type: none"> ■ Concrete sets ■ Pictorial sets ■ Area/region ■ Length/measurement 	<ol style="list-style-type: none"> 1. Q:M5DJ1Z-1 (identify, set pictorial model, proper fractions) 2. Q:16Z08K-1 (identify, square pictorial model, proper fraction) 3. Q:25KN7C-1 (identify-select, circle & square pictorial model, proper fraction) 4. Q:04NR6T-1 (Identify, improper, area, model) 5. Q:233P5T-1 (Identify, mixed numbers, number line) 6. Q:26BY5H-1 (Identify, fraction, number line) 7. Q:2N56GK-1 (Identify, improper, number line) 8. Q:1T0MBH-1 (Identify, mixed numbers, area) 9. Q:1DF4AE-1 (Identify, count, unit fractions) 10. Q:02GP4G-1 (Identify count, unit fractions, mixed numbers)
<ul style="list-style-type: none"> ● Count (2) ● Name (1) ● Write (6) 	<ul style="list-style-type: none"> ● Models as the sum of unit fractions ● Models of fractions <ul style="list-style-type: none"> ○ Greater than one ○ Count the fractional parts to name an improper fraction ○ Count the fractional parts to write an improper fraction ○ Count the fractional parts to name a mixed number ○ Count the fractional parts to write an mixed number 	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.2c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">Compare (3)	<ul style="list-style-type: none">Model of a fraction<ul style="list-style-type: none">Less than or equal to oneTo the benchmark of 0	<ol style="list-style-type: none">Q:1NDSTZ-1 (TEI, compare, proper fractions, like denominators, words, greater than, less than, circle pictorial models)Q:A41F96-1 (compare, proper fractions, unlike denominators, square/rectangle pictorial models)

	<ul style="list-style-type: none"> ○ To the benchmark of $\frac{1}{2}$ ○ To the benchmark of 1 ● Proper fractions <ul style="list-style-type: none"> ○ Like denominators ○ Unlike denominators ○ Words <ul style="list-style-type: none"> ■ Greater than ■ Less than ■ Equal to ■ Not equal to ○ Symbols (>, <, =, or ≠) ○ Concrete models ○ Pictorial models 	<ol style="list-style-type: none"> 3. Q:6461EE-1 (compare, benchmarks) 4. Q:ANB3CP-1 (compare, words. like denominators) 5. Q:PWMLS1-1 (compare, symbols, unlike denominators)
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.3a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Determine (2) ● Estimate (2) 	<ul style="list-style-type: none"> ● Appropriate solution for practical problems <ul style="list-style-type: none"> ○ Addition <ul style="list-style-type: none"> ■ Single-step ■ Multistep ○ Subtraction <ul style="list-style-type: none"> ■ Single-step ■ Multistep ● Two whole numbers up to 	<ol style="list-style-type: none"> 1. Q:LXGTF7-2 (estimate, sum, 2 digits) 2. Q:X62PA5-1 (estimate, sum, 2 & 3 digits) 3. Q:J922RM-1 (estimate, difference, 2 & 3 digits) 4. Q:E483X4-2 (estimate, difference, 4 digits) 5. Q:70NCCW-1 (apply, sum, 2 & 4 digits) 6. Q:L4R5AR-2 (apply, sum, 3 & 4 digits) 7. Q:GKEJ7J-1 (apply, sum, 4 digits) 8. Q:2YHYEW-1 (apply, difference, 2 & 3 digits) 9. Q:2E0KVK-1 (apply, difference, 2 & 3 digits)

<ul style="list-style-type: none"> Apply (2) 	<p>9,999</p> <ul style="list-style-type: none"> Sum Difference <ul style="list-style-type: none"> Strategies to add two whole numbers up 9,999 <ul style="list-style-type: none"> Place value Properties of addition Strategies to subtract two whole numbers 9,999 or less <ul style="list-style-type: none"> Place value Properties of subtraction 	<p>10. Q:X6B1TT-1 (apply, difference, 4 digits)</p>
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.3b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> Determine (3) Apply (3) 	<ul style="list-style-type: none"> Appropriate solution for practical problems <ul style="list-style-type: none"> Addition <ul style="list-style-type: none"> Single-step Multistep Subtraction <ul style="list-style-type: none"> Single-step Multistep Strategies to add two whole numbers up 9,999 	<ol style="list-style-type: none"> Q:7GEVW3-1 (determine, single-step, addition, 3 digits) Q:JAJVNY-2 (determine, single-step, addition, 3 and 4 digits) Q:ASD320-1 (determine, multistep, 2 & 3 digits) Q:6Z20XV-1 (determine, multistep, 2 & 3 digits) Q:17LN7N-1 (determine, multistep, 2 & 3 digits) Q:RCSADW-1 (create, TEI, subtraction, 2 digits) Q:1BVSP7-1 (determine, single-step, subtraction, 3 digits)

<ul style="list-style-type: none"> • Use (3) • Create (6) • Solve (3) 	<ul style="list-style-type: none"> ○ Place value ○ Properties of addition • Strategies to subtract two whole numbers 9,999 or less <ul style="list-style-type: none"> ○ Place value ○ Properties of subtraction • Inverse relationships solving practical problems <ul style="list-style-type: none"> ○ Addition ○ Subtraction • Practical problems with two whole numbers each 9,999 or less <ul style="list-style-type: none"> ○ Single-step <ul style="list-style-type: none"> ■ Addition (sums) ■ Subtraction (differences) ○ Multistep <ul style="list-style-type: none"> ■ Addition (sums) ■ Subtraction (differences) 	<p>8. [Q:D461RP-2 (determine, single-step, subtraction, 4-digit)</p>
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Revised Bloom's Levels

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Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.4a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Represent (3) 	<ul style="list-style-type: none"> • Multiplication <ul style="list-style-type: none"> ○ Variety of approaches ○ Variety of models ○ Three related equations (fact sentences) given one equation (fact sentence) • Division <ul style="list-style-type: none"> ○ Variety of approaches 	<ol style="list-style-type: none"> 1. Q:SML3JM-1 (Represent, Multiplication, Array) 2. Q:1KL4ZP-1 (Represent, Multiplication, Repeated Addition) 3. Q:YPB79W-1 (Represent, Division, Equal Groups) 4. Q:MLGFK5-1 (Represent, Multiplication, TEI) 5. Q:2FAXJP-1 (Represent, Division, Equal Groups) 6. Q:HBWEGS-1 (Represent, Multiplication, Number line) 7. Q:1NNG88-1 (Represent, Multiplication, TEI) 8. Q:WEFC7S-1 (Represent, Multiplication, Number line)

<ul style="list-style-type: none"> • Write (2) • Apply (3) 	<ul style="list-style-type: none"> ○ Variety of models ○ Three related equations (fact sentences) given one equation (fact sentence) • Multiplication and Division <ul style="list-style-type: none"> ○ Three related equations (fact sentences) given one equation (fact sentence) • Strategies <ul style="list-style-type: none"> ○ Place value ○ The properties of multiplication when multiplying and dividing whole numbers ○ The properties of addition when multiplying and dividing whole numbers 	<ul style="list-style-type: none"> 9. Q:P5H2CX-1 (Represent, Division, Array) 10. Q:SN8NTN-1 (Write, Apply, Related Facts) 11. Q:1MSM5K-1 (Represent, Division, Repeated Subtraction) 12. Q:1ERJJP-1 (Write, Apply, Related Facts)
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.4b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Create (6) • Use (3) • Recognize (1) 	<ul style="list-style-type: none"> • Multiplication and Division <ul style="list-style-type: none"> ○ Practical problems • Multiplication and Division <ul style="list-style-type: none"> ○ Basic facts to represent a given situation using a number sentence • Inverse relationship between multiplication and division to solve practical problems 	<ul style="list-style-type: none"> 1. Q:238707-1 (Create, Use, Multiplication) 2. Q:29NDAF-1 (Create, Use, Division) 3. Q:4EBNRN-1 (Solve, Single-Step, Multiplication) 4. Q:12KY4D-1 (Solve, Single-Step, Division) 5. Q:SD563C-1 (Solve, Single-Step, Division) 6. Q:1P4X0N-1 (Solve, Single-Step, Multiplication) 7. Q:0XJRN9-1 (Solve, Single-Step, Division) 8. Q:2PPLPL-2 (Solve, Single-Step, Multiplication) 9. Q:2YLC0K-1 (Recognize, Inverse) 10. Q:4N6XGF-1 (Recognize, Inverse)

<ul style="list-style-type: none">● Solve (3) ● Apply (3)	<ul style="list-style-type: none">● Multiplication and division<ul style="list-style-type: none">○ single -step problems through whole numbers, 10 x 10● Strategies<ul style="list-style-type: none">○ Place value○ The properties of multiplication when multiplying and dividing whole numbers○ The properties of addition when multiplying and dividing whole numbers	
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.4c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Demonstrate (3) • Apply (3) 	<ul style="list-style-type: none"> • Multiplication fact fluency <ul style="list-style-type: none"> ○ 0 ○ 1 ○ 2 ○ 5 ○ 10 • Strategies <ul style="list-style-type: none"> ○ Place value ○ The properties of multiplication when multiplying and dividing whole numbers ○ The properties of addition when multiplying and dividing whole numbers 	<ol style="list-style-type: none"> 1. Q:XBC4Y9-1 (Demonstrate, Apply, Fluency) 2. Q:0108BB-1 (Demonstrate, Apply, Fluency) 3. Q:L7C88K-1 (Demonstrate, Apply, Fluency) 4. Q:MA83FB-1 (Demonstrate, Apply, Fluency) 5. Q:2S4BH8-1 (Demonstrate, Apply, Fluency) 6. Q:02DM00-1 (Demonstrate, Apply, Fluency) 7. Q:NRHTEH-1 (Demonstrate, Apply, Fluency) 8. Q:0C2619-1 (Demonstrate, Apply, Fluency) 9. Q:1V936W-1 (Demonstrate, Apply, Fluency) 10. Q:2C5PT0-1 (Demonstrate, Apply, Fluency)

Revised Bloom's Levels

Creating - 6 Applying - 3

PowerSchool Assessment Name: District 3.5

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Solve (3) 	<ul style="list-style-type: none"> • Addition and subtraction practical problems with proper fractions having like denominators of 12 or less representing <ul style="list-style-type: none"> ○ Area/regions <ul style="list-style-type: none"> ■ Concrete models ■ Pictorial models ○ Length/measurements <ul style="list-style-type: none"> ■ Concrete models ■ Pictorial models ○ Sets <ul style="list-style-type: none"> ■ Concrete models ■ Pictorial models 	

Revised Bloom's Levels

- Creating - 6 Applying - 3
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PowerSchool Assessment Name: District 3.6a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> Determine (3) 	<ul style="list-style-type: none"> Value of a collection of coins whose total value is \$5.00 or less Value of a collection of bills whose total value is \$5.00 or less 	<ol style="list-style-type: none"> Q:AP9YWS-1 (Determine, Coins, Bills) Q:WY7CT2-1 (Determine, Coins, Bills) Q:2EGZS8-1 (Determine, Coins) Q:0VR16L-2 (Determine, Coins, Bills) Q:G04CM9-2 (Determine, Coins, Bills) Q:1A7VVB-1 (Determine, Coins, Bills)

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.6b

Verbs (Bloom's)	Parameters	Questions
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<ul style="list-style-type: none"> • Compare (4) 	<ul style="list-style-type: none"> • Values of two sets of coins up to \$5.00 using terms <ul style="list-style-type: none"> ○ Greater than ○ Less than ○ Equal to • Values of two sets of coins and bills up to \$5.00 using terms <ul style="list-style-type: none"> ○ Greater than ○ Less than ○ Equal to 	<ol style="list-style-type: none"> 1. Q:FVT90G-4 (Compare, Coins, Less than) 2. Q:5K9CBC-1 (Compare, Bills, Coins, Less than) 3. Q:2RRWV2-1 (Compare, Coins, Greater Than) 4. Q:02FHP5-41 (Compare, Bills, Coins, Greater Than) 5. Q:NRP7HR-2 (Compare, Bills, Coins, Equal To)
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.6c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Make (3) 	<ul style="list-style-type: none"> • Change from \$5.00 or less 	<ol style="list-style-type: none"> 1. Q:WKKVXM-1 (Change, Bills, Coins) 2. Q:JHBL61-2 (Change, Bills, Coins)

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| | | 3. Q:XMGF02-2 (Change, Bills, Coins)
4. Q:LY4B19-1 (Change, Bills, Coins) |
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Revised Bloom's Levels

- Creating - 6** **Applying - 3**
Evaluating - 5 **Understanding - 2**
Analyzing - 4 **Remembering - 1**

PowerSchool Assessment Name: District 3.7a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> Estimate (2) Use (3) 	<ul style="list-style-type: none"> U.S. Customary lengths of objects to the nearest 	

<ul style="list-style-type: none"> ● Measure (3) ● Determine (2) 	<ul style="list-style-type: none"> ○ ½ inch ○ Inch ○ Foot ○ Yard ○ Actual measure ● Metric unit lengths of objects to the nearest <ul style="list-style-type: none"> ○ Centimeter ○ Meter ○ Actual measure 	
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.7b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Estimate(2) ● Use(3) ● Measure (3) 	<ul style="list-style-type: none"> ● U.S. Customary liquid volume of objects to the nearest 	

<ul style="list-style-type: none"> • Determine (3) 	<ul style="list-style-type: none"> ○ Cup ○ Pint ○ Quart ○ Gallon ○ Actual measure • Metric unit liquid volume of objects to the nearest <ul style="list-style-type: none"> ○ Liter ○ Actual measure 	
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.8a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Estimate (2) • Use (3) • Measure (3) 	<ul style="list-style-type: none"> • U.S. Customary <ul style="list-style-type: none"> ○ Distance around a polygon (no more than six sides) • Metric unit 	

	<ul style="list-style-type: none"> Distance around a polygon (no more than six sides) 	
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Revised Bloom's Levels

- Creating - 6
- Applying - 3
- Evaluating - 5
- Understanding - 2
- Analyzing - 4
- Remembering - 1

PowerSchool Assessment Name: District 3.8b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> Count (3) Determine (2) Estimate (2) 	<ul style="list-style-type: none"> Number of square units Area of a given surface 	

Revised Bloom's Levels

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PowerSchool Assessment Name: District 3.9a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Tell (1)• Match (1)	<ul style="list-style-type: none">• Time to the nearest minute<ul style="list-style-type: none">○ Analog○ Digital• Written time<ul style="list-style-type: none">○ Analog○ Digital	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.9b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Solve (3)	<ul style="list-style-type: none">• Practical problems<ul style="list-style-type: none">○ In one-hour increments○ Within a 12-hour period<ul style="list-style-type: none">■ Given the beginning and ending time■ Given the ending time	

	<p>and amount of elapsed time</p> <ul style="list-style-type: none"> ■ Given the beginning time and amount of elapsed time 	
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Creating - 6 Applying - 3

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PowerSchool Assessment Name: District 3.9c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Identify (1) 	<ul style="list-style-type: none"> ● Number of minutes in an hour ● Number of hours in a day ● Equivalent periods of time <ul style="list-style-type: none"> ○ In a calendar <ul style="list-style-type: none"> ■ Approximate number of days in a given month (about 30) ■ Number of days in a week ■ Number of 	

<ul style="list-style-type: none">• Solve (3)	<ul style="list-style-type: none">days in a year (about $365 \frac{1}{4}$)■ Number of months in a year• Practical problems<ul style="list-style-type: none">○ Equivalent periods of time<ul style="list-style-type: none">■ Approximate days in five or fewer months■ Days in five or fewer weeks■ Months in five or fewer years■ Minutes in five or fewer hours■ Hours in five or fewer days	
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.10

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Read (2)	<ul style="list-style-type: none">• Temperature<ul style="list-style-type: none">○ Celsius and Fahrenheit<ul style="list-style-type: none">■ Nearest degree■ Real thermometers■ Physical models■ Pictorial representations	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.11

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">● Identify (2) ● Describe (2) ● Draw (3)	<ul style="list-style-type: none">● Points● Lines● Line segments● Rays● Angles ● Endpoints and vertices<ul style="list-style-type: none">○ Related to<ul style="list-style-type: none">■ Lines■ Line segments■ Rays■ Angles ● Representations using a ruler or straightedge<ul style="list-style-type: none">○ Points○ Line segments○ Rays○ Angles○ Lines	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.12a

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Define (1)• Classify (2)	<ul style="list-style-type: none">• Polygon• Figures as<ul style="list-style-type: none">○ Polygons○ Not polygons	

Revised Bloom's Levels

Creating - 6 **Applying - 3**

Evaluating - 5 **Understanding - 2**

Analyzing - 4 **Remembering - 1**

PowerSchool Assessment Name: District 3.12b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Identify (2)• Name (2)	<ul style="list-style-type: none">• Polygons with 10 or fewer sides<ul style="list-style-type: none">○ Triangles<ul style="list-style-type: none">■ three-sided○ Quadrilateral<ul style="list-style-type: none">■ four-sided○ Pentagon<ul style="list-style-type: none">■ five-sided○ Hexagon<ul style="list-style-type: none">■ six-sided○ Heptagon<ul style="list-style-type: none">■ seven-sided○ Octagon<ul style="list-style-type: none">■ eight-sided○ Nonagon<ul style="list-style-type: none">■ nine-sided○ Decagon<ul style="list-style-type: none">■ ten-sided	

Revised Bloom's Levels

Creating - 6 **Applying - 3**

Evaluating - 5 **Understanding - 2**

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.12c

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Combine (6)• Name (1) • Subdivide (6)• Name (1)	<ul style="list-style-type: none">• No more than three polygons<ul style="list-style-type: none">○ With three or four sides • Three or four sided polygons<ul style="list-style-type: none">○ No more than three parts	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.13

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none">• Identify (2)• Describe (2) • Determine (2)• Explain (2)	<ul style="list-style-type: none">• Examples of<ul style="list-style-type: none">○ Congruent figures○ Noncongruent figures • Why plane figures are<ul style="list-style-type: none">○ Congruent or noncongruent	

Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.14

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> • Investigate (3) • Define (1) • List (1) • Describe (2) 	<ul style="list-style-type: none"> • Concept of probability <ul style="list-style-type: none"> ○ as the measurement of chance that an event will happen • All possible outcomes <ul style="list-style-type: none"> ○ Single event ○ 12 or fewer outcomes • Degree of likelihood of an outcome occurring <ul style="list-style-type: none"> ○ Impossible ○ Unlikely ○ Equally likely ○ Likely ○ Certain 	

Revised Bloom's Levels

- Creating - 6** **Applying - 3**
- Evaluating - 5** **Understanding - 2**
- Analyzing - 4** **Remembering - 1**

PowerSchool Assessment Name: District 3.15a

Verbs (Bloom's)	Parameters	Questions
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<ul style="list-style-type: none"> ● Formulate (6) ● Design (6) ● Collect (6) ● Organize (1) ● Represent (3) ● Label (1) ● Give (1) 	<ul style="list-style-type: none"> ● Questions to investigate ● Data investigations <ul style="list-style-type: none"> ○ To answer formulated questions ○ With four categories for data collection ● Data <ul style="list-style-type: none"> ○ Various forms of data collections: surveys, polls, questionnaires, scientific experiments, observations ● Data <ul style="list-style-type: none"> ○ Pictographs or bar graphs ○ Limited to 16 data points ○ No more than 4 categories ● Bar graph <ul style="list-style-type: none"> ○ Each axis ○ Title ○ Whole number increments <ul style="list-style-type: none"> ■ Multiples of 1, 2, 5 or 10 on the numerical axis 	<ol style="list-style-type: none"> 1. Q:801N9W-1 (formulate, questions) 2. Q:2KRHWT-1 (organize, data, bar graph) 3. Q:1798EC-1 (organize, represent, data, picture graph) 4. Q:RBB9SE-1 (formulate, questions) 5. Q:89X15F-1 (organize, represent, data, picture graph) 6. Q:1LTK7W-1 (label, data, bar graph)
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.15b

Verbs (Bloom's)	Parameters	Questions
<ul style="list-style-type: none"> ● Analyze (4) ● Read (2) ● Interpret (5) 	<ul style="list-style-type: none"> ● Data represented ● Orally and written <ul style="list-style-type: none"> ○ Pictographs 	

<ul style="list-style-type: none"> • Describe (2) • Identify (1) • Select (1) 	<ul style="list-style-type: none"> ○ Bar graphs <ul style="list-style-type: none"> ■ With up to 30 data points ■ Up to eight categories • Categories of data • Data as a whole • Parts of the data that have special characteristics <ul style="list-style-type: none"> ○ Greatest ○ Least ○ Same • Correct interpretation of a graph from a set of interpretations <ul style="list-style-type: none"> ○ One is correct ○ Remaining are incorrect 	
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Revised Bloom's Levels

Creating - 6 Applying - 3

Evaluating - 5 Understanding - 2

Analyzing - 4 Remembering - 1

PowerSchool Assessment Name: District 3.16

Verbs (Bloom's)	Parameters	Questions
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- Create (6)

- Equations to represent equivalent mathematical relationships