

COGNITIVE PROCESSES –ASSESSMENT TYPES

Cognitive Process	Appropriate Assessment
<p>Remembering Recalling or recognizing knowledge, facts or concepts.</p> <p>Verbs: define, describe, identify, know, label, list, match, name, outline, recall, recognize, reproduce, select, state, locate</p>	<p>Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to:</p> <ul style="list-style-type: none"> • recall or recognize terms, facts, and concepts
<p>Understanding Constructing meaning from instructional messages.</p> <p>Verbs: illustrate, defend, compare, distinguish, estimate, explain, classify, generalize, interpret, paraphrase, predict, rewrite, summarize, translate</p>	<p>Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to:</p> <ul style="list-style-type: none"> • summarize readings, films, or speeches • compare and contrast two or more theories, events, or processes • classify or categorize cases, elements, or events using established criteria • paraphrase documents or speeches • find or identify examples or illustrations of a concept or principle
<p>Applying Using ideas and concepts to solve problems.</p> <p>Verbs: implement, organize, dramatize, solve, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, choose</p>	<p>Activities such as problem sets, performances, labs, prototyping, or simulations that require students to:</p> <ul style="list-style-type: none"> • use procedures to solve or complete familiar or unfamiliar tasks • determine which procedure(s) are most appropriate for a given task
<p>Evaluating Making judgments based on criteria and standards.</p> <p>Verbs: rank, assess, monitor, check, test, judge</p>	<p>Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to:</p> <ul style="list-style-type: none"> • discriminate or select relevant and irrelevant parts • determine how elements function together • determine bias, values, or underlying intent in presented material
<p>Creating Reorganize diverse elements to form a new pattern or structure.</p> <p>Verbs: generate, plan, compose, develop, create, invent, organize, construct, produce, compile, design, devise</p>	<p>Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to:</p> <ul style="list-style-type: none"> • make, build, design or generate something new