

**SUBJECT:** \_\_\_\_\_

**CORE CONTENT #:** \_\_\_\_\_

[Kentucky Core Content for Assessment](#)  
[Competency Assurance for Fayette County](#)

**TYPE OF QUESTION:** \_\_\_\_\_

- **Scaffolded** (has multiple parts; each part increasingly difficult; parts related)
- **Single Dimension** (straight forward question-requires explanation, examples, description, evidence)
- **Two or More Relatively Independent Component** (has multiple parts; parts are not related to the expectation)
- **Student Choice: Topics/Options Provided** (multiple options for student choice; demonstrate individual learning)
- **Respond to Provided Information** (data, graphics, readings)

**LEVEL OF BLOOM'S TAXONOMY:** \_\_\_\_\_

[Bloom's Taxonomy](#)

- **Knowledge** (list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where)
- **Comprehension** (summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)
- **Application** (apply, demonstrate, calculate, complete, illustrate, solve, examine, modify, relate, change, classify, experiment, discover)
- **Analysis** (analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)
- **Synthesis** (integrate, modify, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite)
- **Evaluation** (assess, decide, rank, grade, measure, recommend, convince, select, judge, explain, support, compare, summarize)

**GUIDING QUESTION:**

*Is the question written with the objective of students to demonstrate content knowledge? Is the question accessible and allow all students to achieve some degree of success?*

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**DIRECTIONS:**

*Do the directions clearly state what is expected of the students when responding to the question?*

1.

**SCORING GUIDE:**

*What sets of criteria describe the characteristics of response at each identified level?*

Level	Quantitative	Qualitative
<b>4</b>	"..addressed <u>all</u> of the parts.." "..gave all 3 examples.."	"..thorough.." "..complete.." "..in-depth.." " "..effective.." "..no errors.."
<b>3</b>	"..addressed <u>most</u> parts.." "..gave 2 of the 3 examples.."	"..adequate.." "..satisfactory.." "..few errors.."
<b>2</b>	"..addressed <u>some</u> of the parts.." "..gave 1 of 3 examples"	"..basic understanding.." "..some errors.."
<b>1</b>	"..addressed only a <u>small part</u> .." "..gave no examples.."	"..little understanding.." "..many errors.."
<b>0</b>	Response totally incorrect or irrelevant	
<b>Blank</b>	No response	

