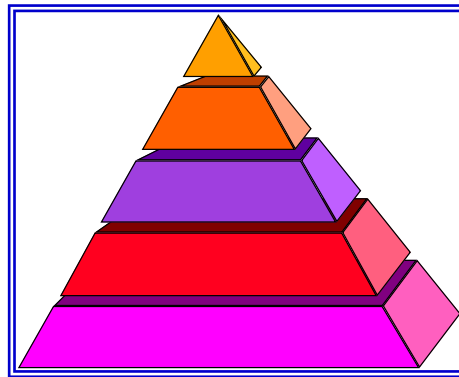


COGNITIVE



COMPLEXITY

BLOOM'S TAXONOMY	WEBB'S DEPTH OF KNOWLEDGE
<p><b>KNOWLEDGE</b>                      "The recall of specifics and universals, involving little more than bringing to mind the appropriate material"</p>	<p><i>Recall</i> – Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)</p>
<p><b>COMPREHENSION</b>                      "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."</p>	<p><i>Basic Application of Skill/Concept</i> – Use of information, conceptual knowledge, procedures, two or more steps, etc. (e.g., Explain why each skill cue is important to the overhand throw. "By stepping forward you are able to throw the ball further.")</p>
<p><b>APPLICATION</b>                      "The use of abstractions in concrete situations."</p>	<p><i>Strategic Thinking</i> – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do (e.g., Design 2 different plays in basketball and explain what different skills are needed and when the plays should be carried out.)</p>
<p><b>ANALYSIS</b>                      "The breakdown of a situation into its component parts."</p>	<p><i>Extended Thinking</i> – Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations (e.g., Analyze 3 different tennis, racquetball, and badminton strokes for similarities, differences, and purposes. Then, discuss the relationship between the mechanics of the stroke and the strategy for using the stroke during game play.)</p>
<p><b>SYNTHESIS AND EVALUATION</b>                      "Putting together elements &amp; parts to form a whole, then making value judgments about the method."</p>	