Bloom's Taxonomy*	CTE Application to CCSS Math Standards (9-12)	Behavioral Verbs from CCSS	Example Tools & Products
Remembering (DOK 1)	I **remember** how to: · Use properties of rational and irrational numbers · Explain the relationship between zeros and factors of polynomial functions · Use and explain reasoning in the process of solving equations · Use function notation · Use the basic rules and tools of probability and statistics	recite, locate, list, select	documentation, book, reference, event, news-papers, Internet, measurement device, scale, log
Understanding (DOK1-2)	I **understand** how to: · Convert from one unit to another · Rewrite rational expressions · Use existing functions to build new functions · Interpret the structure of expressions · Interpret functions that arise in applications in terms of the context · Interpret surveys, experiments, and studies	estimate, predict, explain, relate	conversion, graph, poster, illustration, photo-graph, data abstract, chart, table, diagram, map, summary statistics
Applying (DOK 2-3)	I can **apply** my understanding of: · Properties of exponents to rational exponents · Arithmetic operations and visual representations to complex numbers · Quantitative reasoning and use of units to solve problems · Operations to vectors and matrices and use them in applications · Equivalent forms of expressions to solve problems · Polynomial identities to solve problems · Algebraic concepts to solve equations and inequalities in one variable as well as systems of equations · The unit circle to extend the domain of trigonometric functions · Trigonometric identities to solve problems · Transformations to model congruence and similarity · Theorems about circles and their parts · Geometric concepts in modeling situations	solve (simple), draw relationships, reason, perform, manipulate	equation, function, chart, table, presentation software, video, Web page, illustration, puzzle, model, blueprint, database
Analyzing (DOK 3)	I can **analyze**: · Units used to solve problems through quantitative reasoning · Visual representations of equations and inequalities · Functions using different representations · Linear, quadratic, and exponential models for commonalities and differences · Function expressions for situations they model · Relationships between two-dimensional and three-dimensional objects · Assorted categorical and quantitative data by summary and representative statistics	synthesize, categorize, compare, differentiate, interpret	equations, functions, debate, essay, survey, questionnaire, report, journals, procedures, paper, graph, chart, diagram, model, court case, legislation

** Adapted from Bloom's Taxonomy (revised). Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved 08/10/12, from http://projects.coe.uga.edu/epltt/.*

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Evaluating (DOK 4)	I can **evaluate:** · Problems solved with linear, quadratic, and exponential models · Complex number arithmetic · Geometric descriptions and theorems algebraically · Linear models to interpret and predict results · The random processes underlying statistical experiments · Outcomes of decisions using probability	solve (complex)	calculation, conclusion, recommendation, online information, survey
Creating (DOK 4)	I can **create:** · Models with vector quantities · Equations that describe numbers or relationships · Functions that model relationships between quantities · Models of periodic phenomena with trigonometric functions · Geometric constructions · Proofs of theorems · Geometric models as applications and interpretations of algebraic expression and functions	design, model, fol-low a process, integrate data from research	model, function, graph, chart, table, report, reference, game, illustration, experi-ment, procedure, guide-line, technical instruction, brochure, Web site, poster, advertisement

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