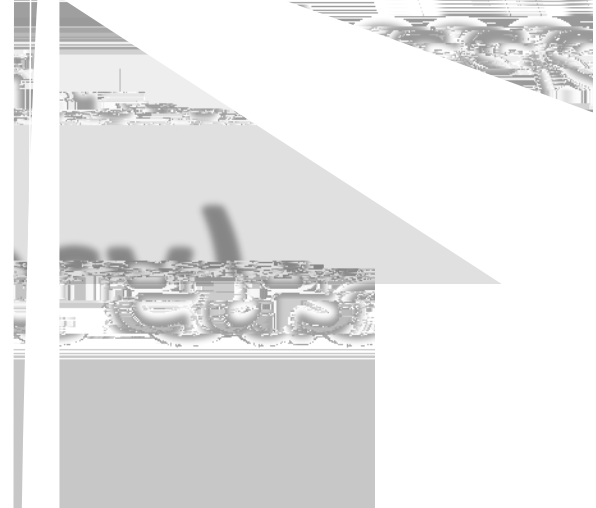




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» ~~1996~~

Gründungsphase
1996

» ~~1997~~

Erstmalige
Kommunikation
mit dem
Kunden

» ~~1998~~

Erstmalige
Kommunikation
mit dem
Kunden
über
die
Kommunikation

* In ~~1998~~



Guide to Using Bloom's Taxonomy of Learning

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Remember</p> <p>Students will be able to identify important events in U.S. history.</p>	<p>Understand</p> <p>Students will be able to explain the causes of World War II.</p>	<p>Apply</p> <p>Students will be able to identify rocks and minerals.</p>	<p>Analyze</p> <p>Students will be able to identify the causes of World War II.</p>	<p>Synthesize</p> <p>Students will be able to identify the causes of World War II.</p>	<p>Evaluate</p> <p>Students will be able to identify the causes of World War II.</p>
<p>Remember</p> <p>Students will be able to identify important events in U.S. history.</p>	<p>Understand</p> <p>Students will be able to explain the causes of World War II.</p>	<p>Apply</p> <p>Students will be able to identify rocks and minerals.</p>	<p>Analyze</p> <p>Students will be able to identify the causes of World War II.</p>	<p>Synthesize</p> <p>Students will be able to identify the causes of World War II.</p>	<p>Evaluate</p> <p>Students will be able to identify the causes of World War II.</p>
<p>Remember</p> <p>Students will be able to identify important events in U.S. history.</p>	<p>Understand</p> <p>Students will be able to explain the causes of World War II.</p>	<p>Apply</p> <p>Students will be able to identify rocks and minerals.</p>	<p>Analyze</p> <p>Students will be able to identify the causes of World War II.</p>	<p>Synthesize</p> <p>Students will be able to identify the causes of World War II.</p>	<p>Evaluate</p> <p>Students will be able to identify the causes of World War II.</p>





	Benchmark		Milestones		Capstone
	1	2	3	4	
Explanation of issues	<p>ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>
Evidence Selecting and using information to investigate a point of view or conclusion	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</p>
Influence of context and assumptions	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>
Student's position (perspective, thesis/hypothesis)	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>ጥያቄውን ግልጽ ይገልጻል። ጥያቄውን ግልጽ ይገልጻል።</p>	<p>Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).</p>
Conclusions and related outcomes (implications and consequences)	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>	

Positive Attributes

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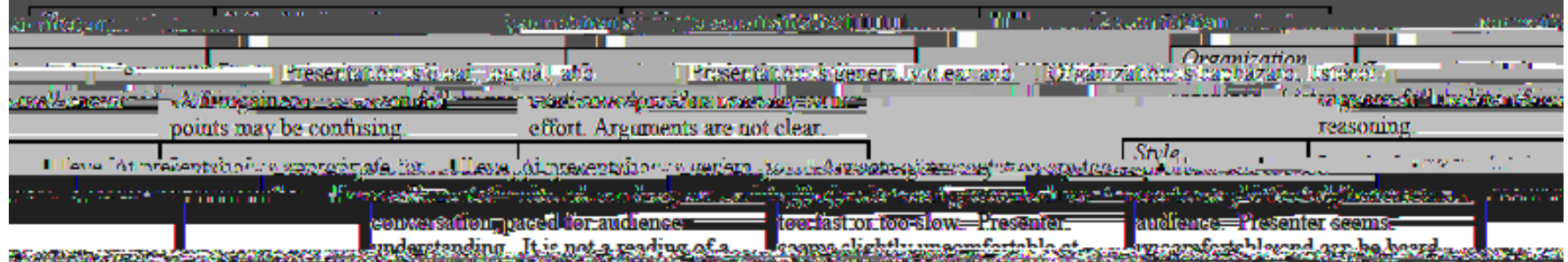
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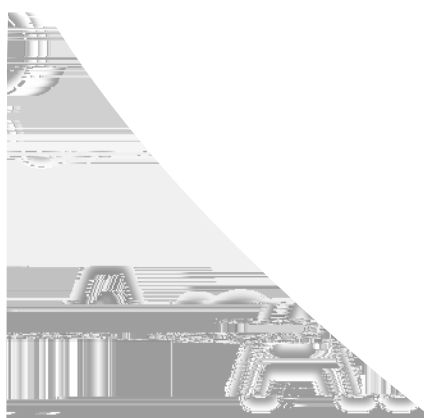
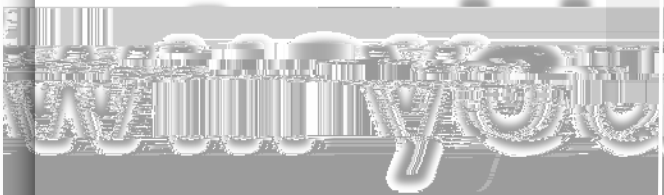
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(3) 8/29 / 8/29 0.00108.78.5 (3) 8/29 / 8/29 0.0060.10.0.18.0.18

Adapted from Huba, M.E. & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching*

to learning. San Francisco, CA: Jossey-Bass.





do it?