

Robert J. Marzano, *Designing a New Taxonomy of Educational Objectives. Assessment Rubric*

	<b>Information</b>	<b>Mental Procedures</b>	<b>Psychomotor Procedures</b>
<b>Level 6: Self</b>			
Importance	can identify the personal importance they place on particular details, generalizations, or principles and analyze the reasoning behind this judgement	can identify the personal importance they place on a particular mental skill or process and analyze the reasoning behind this judgement	can identify the personal importance they place on a particular psychomotor skill or process and analyze the reasoning behind this judgement
Efficacy	can identify how much they believe that their understanding of details, generalizations, or principles can be improved and can analyze the reason for this belief	can identify how much they believe that their competence at a mental skill or process can be improved and can analyze the reason for this belief	can identify how much they believe that their competence at a psychomotor skill or process can be improved and can analyze the reason for this belief
Emotional Response	can identify any emotions associated with specific details, generalizations, and principles and can analyze the reasoning behind those associations	can identify any emotions associated with a mental skill or process and can analyze the reasoning behind those associations	can identify any emotions associated with a psychomotor skill or process and can analyze the reasoning behind those associations
Motivation	can identify their level of motivation to increase understanding of particular details, generalizations, or principles and can analyze the reasoning for the level of motivation	can identify their level of motivation to increase competence in a mental skill or process and can analyze the reasoning for the level of motivation	can identify their level of motivation to increase competence in a psychomotor skill or process and can analyze the reasoning for the level of motivation
<b>Level 5: Metacognition</b>			
Goal Setting	can set and plan for goals relative to knowledge of specific details, generalizations, or principles	can set and plan for goals relative to competence in a specific mental skill	can set and plan for goals relative to competence in a specific psychomotor skill
Process Monitoring		can monitor the extent to which a specific mental skill or process is being executed effectively	can monitor the extent to which a specific psychomotor skill or process is being executed effectively
Monitoring Clarity	can identify those aspects of details, generalizations, or principles about which they have difficulty making distinctions or view as ambiguous	can identify those aspects of a motor skill or process about which they have difficulty making distinctions or view as ambiguous	can identify those aspects of a psychomotor skill or process about which they have difficulty making distinctions or view as ambiguous
Monitoring Accuracy	can identify and defend the extent to which their knowledge/grasping of a detail, generalization, or principle is correct	can identify and defend the extent to which their grasping of a mental skill or process is correct	can identify and defend the extent to which their grasping of a psychomotor skill or process is correct
<b>Level 4: Knowledge Utilization</b>			
Decision Making	can use knowledge of details, generalization, or principle to make specific decisions	can use skill at or knowledge of a mental skill to make specific decisions	can use skill at or knowledge of a psychomotor skill to make specific decisions
Problem Solving	can use knowledge of details, generalization, or principle to solve a specific problem	can use skill at or knowledge of a mental skill to solve a specific problem	can use skill at or knowledge of a psychomotor skill to solve a specific problem
Experimental Inquiry	can use knowledge of details, generalizations, or principles to generate and test hypotheses	can use skill at or knowledge of a mental skill to generate and test hypotheses	can use skill at or knowledge of a psychomotor skill to generate and test hypotheses
Investigation	can use knowledge of details, generalizations, or principles to investigate a past, present, or future event	can use skill at or knowledge of a mental skill to investigate a past, present, or future event	
<b>Level 3: Analysis</b>			
Matching	can identify similarities and differences	can identify similarities and differences between mental skills or processes	can identify similarities and differences between psychomotor skills or processes
Classification	can identify the general category to which a detail belongs; can identify super/subordinate categories for generalizations and principles.	can identify superordinate categories for a mental skill or process	can identify superordinate categories for a psychomotor skill or process
Error Analysis	can determine the reasonableness of newly presented info regarding a detail, generalization, or principle	can identify errors made during the execution of a mental skill	can identify errors made during the execution of a psychomotor skill
Induction/Generalizing	construct and defend new generalizations and principles based on known details, generalizations or principles	construct and defend new generalizations and principles based on known info about specific mental skills or processes	construct and defend new generalizations and principles based on known info about specific psychomotor skills or processes
Specifying/Deduction	given a principle or generalization, students can identify existing and potential conditions as well as make and defend predictions of what might occur	given specific conditions relative to a mental skill or process, students can make and defend inferences about what may or will happen	given specific conditions relative to a psychomotor skill or process, students can make and defend inferences about what may or will happen
<b>Level 2: Comprehension</b>			
Synthesis	can identify the essential vs. nonessential elements (i.e. defining characteristics) of a detail, principle, or generalization	can describe steps in a mental skill or process	can identify steps of a psychomotor skill or process
Representation	can accurately represent the major components of a detail, principle, or generalization in nonlinguistic or symbolic form	can accurately represent the major components of a mental skill or process in nonlinguistic or symbolic form	can accurately represent the major components of a psychomotor skill or process in nonlinguistic or symbolic form
<b>Level 1: Retrieval</b>			
Recall	when asked about a specific detail, principle, or generalization, the student can produce or recognize related information	can describe the general nature and purpose of a mental skill or process	can describe the general nature and purpose of a psychomotor skill or process
Execution		can perform the mental skill or process without significant error	can perform the psychomotor skill or process without significant error