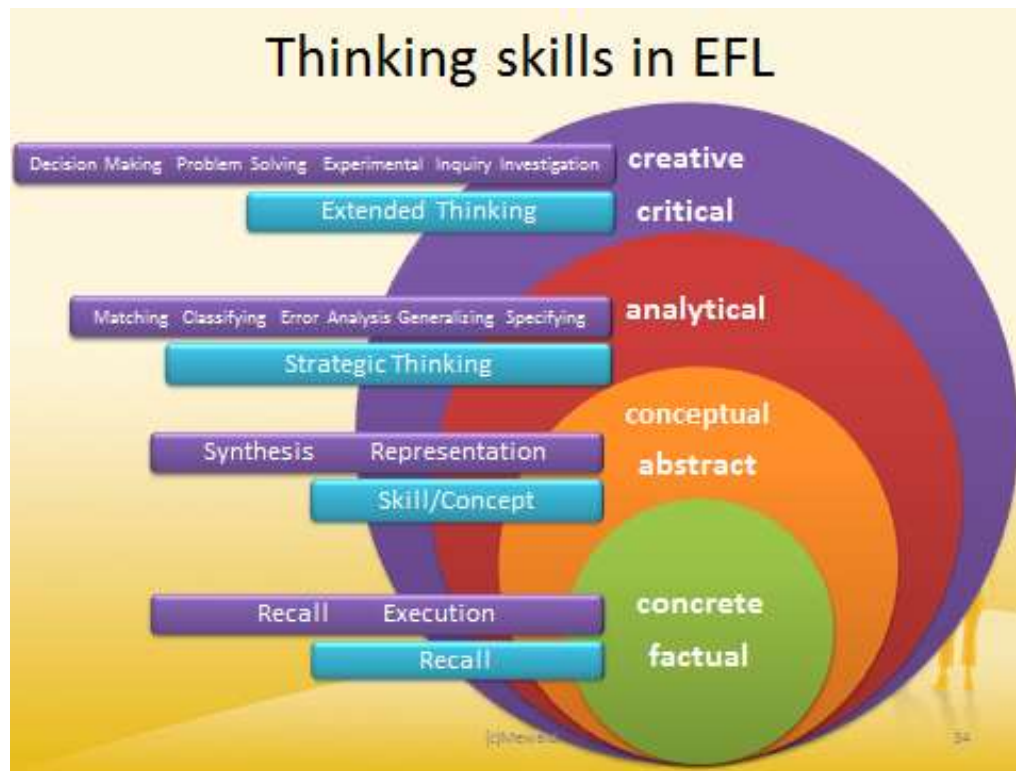


Thinking Skills

Concrete	RECEPTIVE recognising words / phrases / sentences identifying concrete information at word /phrase / sentence level selective attention (words / phrases / sentences of a concrete type)		PRODUCTIVE naming listing describing identifying who, where, when, what using telling, stating collecting, arranging, drafting (→drawing) memorising, reciting, singing copying, repeating		
Conceptual	INTEGRATING summarising paraphrasing describing key parts describing relationships explaining understanding/describing how and why understanding/describing effects reporting		SYMBOLISING using models using symbols depicting representing drawing illustrating showing tabulating (making diagrams) charting		
Analytical	MATCHING comparing and contrasting categorising sorting differentiating discriminating distinguishing creating analogies or metaphors sequencing	CLASSIFYING classifying organising sorting identifying categories identifying cause/effect	GERNERALISING drawing conclusions creating principles, generalisations or rules tracing typical developments making inferences	SPECIFYING developing logical arguments defending arguments predicting judging deducing explaining phenomena in terms of concepts	ANALYSING ERROR editing revising identifying errors or problems evaluating identifying issues of misunderstandings diagnosing

Creative-critical	PROBLEM SOLVING developing strategies hypothesizing on cause/effect overcoming problems generating ideas and plans	EXPERIMENTING/ INVESTIGATING implementing strategies describing and explaining cause/effect describing effects of varying conditions making predictions testing ideas and plans and reporting results present results and justifying them	EVALUATING comparing results and explaining them (e.g. pros and cons ...) evaluating results and interpreting them (consequences...) criticising and critiquing based on justified reasons/criteria
-------------------	---	--	---

Integrating Bloom's Taxonomy, Marzano's New Taxonomy and Webb's DOK Model



Mewald, C. (2016) Planning for teaching and learning in EFL: Effects of standardisation and standardised testing on the learning and teaching of EFL at lower secondary level. R&E-SOURCE <http://journal.ph-noe.ac.at> Open Online Journal for Research and Education. Iss 5. Available at: <http://journal.ph-noe.ac.at/index.php/resource/article/view/298/323>