

# ADDIE (BINGO)

Has lived in at least 3 states <hr/>	Plays a musical Instrument <hr/>	Has Hazel eyes <hr/>	Has Grand- Children <hr/>	Speaks a foreign language <hr/>
Has a nickname <hr/>	Drives a pickup <hr/>	Hates Football <hr/>	Officer in an association <hr/>	Plays basketball <hr/>
Skis <hr/>	Wears Contact lenses <hr/>	<b>FREE</b>	Loves Spinach <hr/>	Flies an airplane <hr/>
Attended a national conference <hr/>	Likes fishing <hr/>	On the job less than a year <hr/>	Has visited Europe <hr/>	Committee chairperson <hr/>
Drives a sports car <hr/>	Is wearing Red <hr/>	Dresses up for Halloween <hr/>	Received an award <hr/>	Has a dog <hr/>

Instructions: Move around the room, introduce yourself to your colleagues and find individuals who match these attributes and then put their names in the spaces. When you have a BINGO, holler out "ADDIE" and be recognized. The first three to complete this assignment will win a prize.

<b>BEHAVIORAL TERMS</b>	<b>NON-BEHAVIORAL TERMS</b>
<b>The trainee will be able to:</b>	<b>The trainee will be able to:</b>
Write	Know
Recite	Think
Find	Learn
Solve	Enjoy
List	Remember
State	Perceive
Choose	Understand
Name	Appreciate
Demonstrate	Be aware of
Adjust	Comprehend
Match	Have knowledge of
Tie	Really understand
Identify	Be acquainted with
Conduct	Be familiar with
Select	Increase his interest
Investigate	Develop an appreciation of
Remove	Grasp the significance of
Complete	Gain a working knowledge of
Prepare	Know more about

**ACTION**  
(Work Assignment #1)  
[Answer Key]

Correctly circle the “action” in the following four objectives:

1. Construct student performance objectives that incorporate the condition, action and standard appropriate to the eighty-minute period of instruction.
2. Using the key units and necessary attachments, the student will install a mobile radar unit and calibrate it within thirty minutes.
3. Given three sample substances and a field test kit, the student will identify the substances within thirty minutes with 100% accuracy.
4. After receiving information from the class period, the student will tactically respond to a domestic violence call.

**CONDITION**  
(Work Assignment #2)  
[Answer Key]

Correctly identify and record the “condition” in the following objectives:

1. Given a patrol car and citation book, safely conduct a vehicle stop of a suspicious vehicle and correctly cite the violator.  
Condition: Given a patrol car and citation book  
\_\_\_\_\_
2. During a closed book test, correctly answer in writing at least 18 out of 20 questions on the general description of a homicide.  
Condition: Closed book test and answer in writing  
\_\_\_\_\_
3. Correctly sketch all thirteen crime scene items in the provided classroom scenario, according to the “Criminal Investigations” block of instruction.  
Condition: In the provided classroom scenario and according to the CI block of instruction.

**STANDARD**  
(Work Assignment #3)  
[Answer Key]

Correctly identify and record the “standard” in the following three objectives:

1. Given the facts for a skid speed equation, compute accurately to the nearest MPH the speed of a subject vehicle.  
Standard: Accurately to the nearest MPH
  
2. Using the Field Test Kit and given 5 sample drugs, identify the drugs within thirty minutes with 100% accuracy.  
Standard: Within thirty minutes with 100% accuracy
  
3. Correctly identify 20 of 25 specific traffic violations according to the statues in Chapter 20.  
Standard: 20 of 25 specific traffic violations

**LEARNING DOMAINS**  
(Short Quiz)  
[Answer Key]

Each of the following objectives could be classified **primarily** as affective (A) , behavioral (B), or cognitive (C). Label each statement with one of these three terms in the space provided.

- |                                   |   |
|-----------------------------------|---|
| <u><b>Affective</b></u> _____ 1.  | The student will be able to defend a fellow student’s right to recommend governmental censorship of the news.                             |
| <u><b>Cognitive</b></u> _____ 2.  | The student will be able to compare the differences between three Supreme Court cases and then apply the rulings to a scenario situation. |
| <u><b>Behavioral</b></u> _____ 3. | The student will sketch an accident scene using a DMV-349 form.   |
| <u><b>Behavioral</b></u> _____ 4. | When shooting a firearm, the student will not miss the silhouette on the target.  |
| <u><b>Affective</b></u> _____ 5.  | After receiving cultural diversity training, the student will respond with sympathy to the scripted roleplays.                            |
| <u><b>Cognitive</b></u> _____ 6.  | The student will be able to identify the elements of a DWI violation.   |
| <u><b>Affective</b></u> _____ 7.  | During an open debate, the student will discuss their feelings about the death penalty.   |

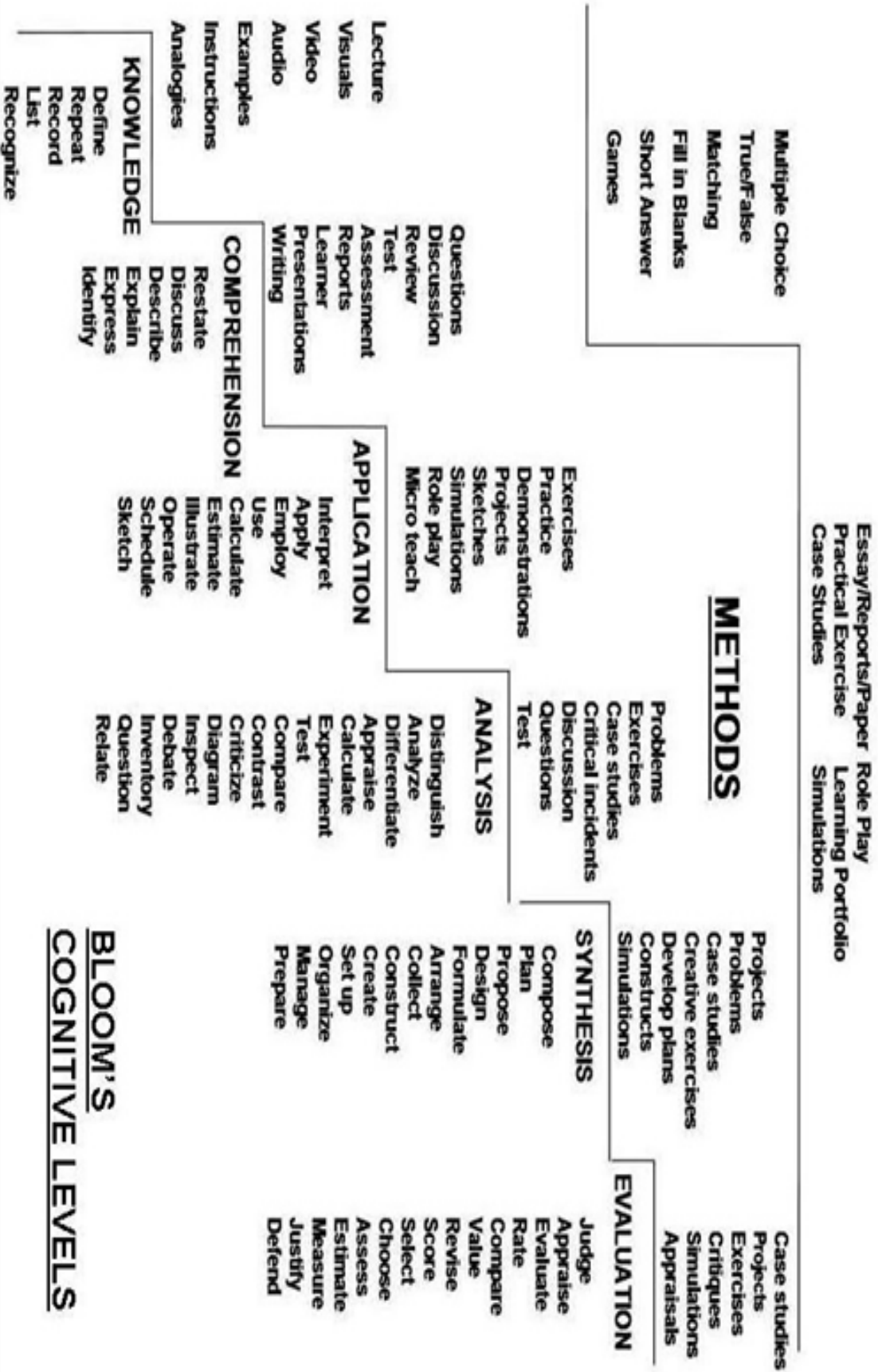
## REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommend</li> <li>• Rule on</li> <li>• Select</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> <li>• Suppose</li> </ul>

Source: L.W. Anderson & D.R. Krathwohl, D. R. A *Taxonomy for Learning, Teaching, and Assessing*, Abridged Edition. (Boston, MA: Allyn and Bacon, 2001.)

# "FROM BLOOM TO ASSESSMENT"

## ASSESSMENTS



Source: ANSI/IACET 1-2013, Standard for Continuing Education and Training, © 2013 IACET, 21

## THE SHEPHERD BOY AND THE WOLF

Every day a poor shepherd sent his son to take their few sheep out to pasture. "We can't afford to lose even one," he would tell the boy, "so keep a close eye on them. And if you see a wolf, shout as loudly as you can, and the whole village will come to drive the wolf away."

Day after day the shepherd's boy sat alone in the meadow. "I wish a wolf would come!" he said to himself one day. "At least then something would happen."

Then the boy had an idea. Jumping to his feet, he cried, "Wolf! Wolf!" as loudly as he could. Sure enough, the shepherd and the farmer, the milk maid and the baker, all came running. But when they reached the meadow, all they found was the shepherd's boy, laughing at their trouble. "There's no wolf here!" he shouted.

"We've better things to do than run all this way for nothing," muttered the angry townsfolk to one another.

That night the shepherd's boy promised his father he would never play such a trick again. But a few days later, as he was watching the sheep, the boy became restless again. Thinking of how amusing his last trick had been, he drew in his breath and shouted, "Wolf! Wolf!"

Again, all the villagers came running. But when they saw no wolf, they again grew angry. "There was a wolf, I swear!" the shepherd's boy insisted. "He ran away when he heard you coming!"

But no one believed him, and they went home grumbling.

The very next day the shepherd's boy took the sheep to the meadow again. But just as the sheep started to graze, he saw a dark shape with glowing eyes lurking in the shadow of the trees. "Wolf!" he shouted as loudly as he could. The animal growled and crept closer. "Wolf! Wolf!" cried the frightened boy, but no one came. And the wolf leaped on one of the sheep, dragging it away into the forest.

*Moral: No one believes a liar.*



Source: Jerry Pinkney, *Aesop's Fables* (New York: Seastar Books, 2000), 11.

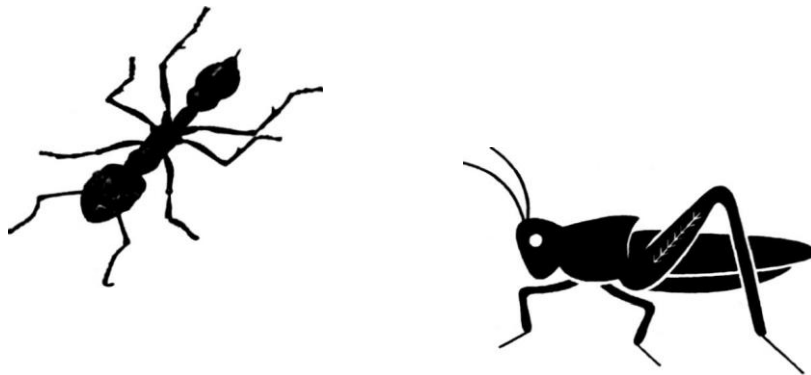
## THE GRASSHOPPER AND THE ANTS

All summer long a merry grasshopper spent his days making music. When he saw the ants marching past him in a line, carrying seeds and grain to store in their hill, he laughed at their toil. "How foolish, to work so hard in the hot sun!" the grasshopper cried. "Summer's the time to play and sing. There's time enough to worry about winter when the first snow falls."

But when the days grew short and the first snow fell, the grasshopper could find nothing to eat. Shivering in the cold, he came to ask the ants for help. "Please, can't you spare me a seed or a leaf?" he begged. "I'm too hungry even to sing!"

The ants shrugged in disdain. "We worked hard for our food and we have none to spare," they said. "All summer long you made nothing but music. Now all winter long you can dance!"

***Moral: Don't put off for tomorrow what you should do today.***



Source: Jerry Pinkney, *Aesop's Fables* (New York: Seastar Books, 2000), 12.



## THE GNAT AND THE BULL

A gnat flew busily through a meadow full of wildflowers. Halfway across, he saw a great bull peacefully grazing. "I'll just take a moment's rest on one of his horns," the gnat thought, and settled down for a few minutes.

Then, buzzing anxiously in the bull's ear, the gnat said, "Pardon me, sir. I'm leaving now, for I've many important things to see to. But I hope my weight has not inconvenienced you terribly."

"Why not at all," replied the bull calmly. "I never even knew you were there."

*Moral: We are rarely as important as we think we are.*



Source: Jerry Pinkney, *Aesop's Fables*. (New York: Seastar Books, 2000), 45.

## The Fox and the Stork

A fox was jealous of his neighbor the stork for her elegance and grace. He longed to find a way to make her look foolish, and at last he had an idea. "My dear friend," he said, hiding his cunning with gracious manners, "would you be so kind as to join me for dinner?"

"Why I'd love to," replied the stork.

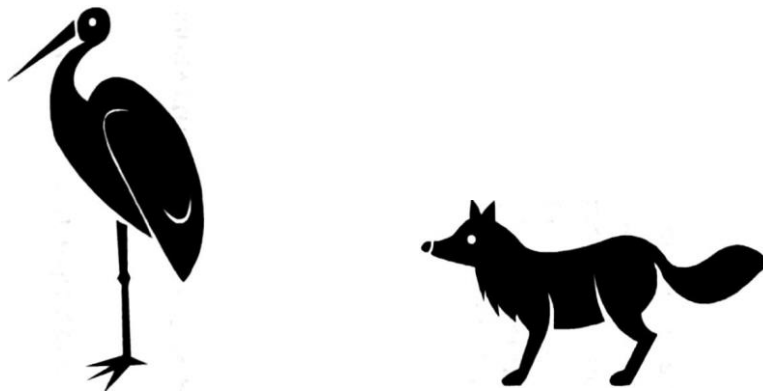
But when the stork arrived at the fox's house, all he served her was a thin broth in a shallow bowl. The hungry stork could only wet the tip of her long bill, while the fox lapped up his dinner eagerly. But the stork didn't complain, for she was hatching a plan of her own. "What a delicious dinner!" she said politely. "You must dine with me tomorrow, good neighbor."

When the fox arrived at the stork's house the next day, he smelled a delicious fish soup. He licked his lips eagerly. But when he got to the table, the soup was served in a tall glass jar with a narrow neck. With her long bill, the stork drank her soup easily, but the fox could only lick a few drops from around the neck of the jar.

"What is this?" he growled. "I can't eat this, and you know it!"

"My dear friend," replied the stork calmly, "I'm sure you will enjoy this dinner as much as I enjoyed the one you served to me."

***Moral: Do unto others as you would have them do unto you.***



Source: Jerry Pinkney, *Aesop's Fables*. (New York: Seastar Books, 2000), 46.