

Online Oral Assessment Guide

A guide for designing sample questions and rubrics for online oral assessments, using Revised Bloom's Taxonomy (RBT). The samples are organized from highest to lowest taxonomic level.

Level: CREATING

Key verbs: Design, Construct, Plan, Produce, Invent, Devise, Make, Imagine, Formulate, Propose, Compose

Sample Question Stems	Rubric Language
<ul style="list-style-type: none"> • What changes would you make to solve ...? • How would you improve ...? • What would happen if ... ? • What alternative can you propose ...? 	Student can devise a method for... Student can produce a plan for improving Student can imagine if... Student can propose alternatives to...
<ul style="list-style-type: none"> • How can you invent ...? • How would you adapt _____ to create a different ...? • How could you change (modify) the plot (plan) ...? • What could be done to minimize (maximize) ...? • What way would you design ...? • What could be combined to improve (change) ...? 	Student can invent ... Student can imagine and construct a way to... Student can construct a plot that would change... Student can devise a _____ that would minimize... Student can plan and design ... Student can construct a _____ to improve...
<ul style="list-style-type: none"> • How would you test or formulate a theory for ...? • What would you predict as the outcome of ...? • How would you construct a model that would alter...? • What is an original way for the ...? 	Student can imagine and propose a theory that... Student can imagine ... Student can formulate and construct a model that... Student can invent an original way for...
Sample Questions	Sample Rubrics
<p>Global Studies</p> <p>How would you improve U.S. trade policy so that it better aligns with U.S. interests and values?</p> <p>What could be done to minimize the threat of nuclear war in both the short and long term?</p> <p>Biology</p> <p>How would you test or formulate a theory for why some land plants adapted their physical features over time?</p> <p>What is an original way to describe the process of photosynthesis without using plants in the example?</p>	<p>Global Studies</p> <p>Student can produce a plan for improving U.S. trade policy based on their understanding of existing American interests and values.</p> <p>Student can devise a short and long term plan for minimizing the threat of global nuclear war.</p> <p>Biology</p> <p>Student can imagine and propose a theory for why some land plants adapted their physical features over time.</p> <p>Student can invent an original way to describe the process of photosynthesis using metaphor.</p>

Level: EVALUATING

Key verbs: Verify, Hypothesize, Critique, Experiment, Judge, Test, Detect, Monitor, Determine, Recommend, Argue

Sample Question Stems	Rubric Language
<ul style="list-style-type: none"> • Why do you agree with the actions? The outcomes? • What is your opinion of ...? • How would you prove ...? disprove ...? 	Student can critique the actions... Student can judge ... Student can experiment and argue ...
<ul style="list-style-type: none"> • How can you assess the value or importance of ...? • What would you suggest is the best ...? • How would you rate or evaluate the ...? • What choice would you/they have made ...? 	Student can determine the value of... Student can recommend the best... Student can test the... Student can hypothesize what choice they...
<ul style="list-style-type: none"> • How would you prioritize ...? • What details would you use to support the view ...? • Why was it better than ...? 	Student can detect and prioritize ... Student can determine which details... Student can test, argue and recommend why...
Sample Questions	Sample Rubrics
<p>Global Studies</p> <p>What would you suggest is the best way a citizen can reduce their carbon footprint on the planet and/or conserve its resources?</p> <p>What is your opinion of offshore oil drilling? Are there any circumstances in which you feel it would be inappropriate/appropriate?</p> <p>English 9</p> <p>What details, quotations, and plot points would you use to support your interpretation of [Novel Title]’s main message? [Novel Title = whatever novel they are reading for class]</p> <p>How would you assess the value or importance of structure to a haiku poem’s impact on the reader?</p> <p>Why do you disagree or agree with the actions of the protagonist in [Novel Title]?</p>	<p>Global Studies</p> <p>Student can recommend options for citizens to conserve natural resources, including water, plants, soil, petroleum products and minerals.</p> <p>Student can judge if a course of action is best based on their understanding and analysis of energy and environmental needs.</p> <p>English 9</p> <p>Student can determine which details, quotations, and plot points support their interpretation of [Novel Title]’s main message.</p> <p>Student can assess the value or importance of structure to a haiku poem’s impact on the reader.</p> <p>Student can critique the actions of the protagonist in [Novel Title].</p>

Level: ANALYZING

Key verbs: Compare, Contrast, Organize, Deconstruct, Attribute, Outline, Structure, Integrate, Distinguish, Identify

Sample Question Stems	Rubric Language
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<ul style="list-style-type: none"> • What are the parts or features of ...? • How is _____ related to ...? • Why do you think ...? 	<p>Student can outline...</p> <p>Student can compare how _____ is related.</p> <p>Student deconstruct how...</p>
<ul style="list-style-type: none"> • What motive is there ...? • What conclusions can you draw ...? • What evidence can you find ...? 	<p>Student can attribute motivation...</p> <p>Students can integrate _____ to draw a conclusion...</p> <p>Student can structure...</p>
<ul style="list-style-type: none"> • What is the relationship between ...? • How can you make a distinction between ...? • What is the function of ...? 	<p>Student can identify what evidence...</p> <p>Student can compare and contrast...</p> <p>Students can distinguish</p>
Sample Questions	Sample Rubrics
<p>Global Studies</p> <p>What motive is there to invade another country?</p> <p>How can you make a distinction between “freedom fighting” and “terrorism”?</p> <p>English 9</p> <p>What are the features of a strong letter to the editor?</p> <p>What conclusions can you draw about the meaning of [symbol] in [Novel or story]?</p> <p>What is the function of a soliloquy, versus a monologue, in a Shakespearean play?</p> <p>Biology</p> <p>Why do you think enzymes regulate chemical reactions?</p> <p>What is the relationship between carbohydrates, lipids, proteins, and nucleic acids?</p>	<p>Global Studies</p> <p>Student can attribute motivations and evaluate conditions and actions that contribute to conflict within and among nations.</p> <p>Student can compare and contrast the meaning and interpretations of the words “freedom fighting” and “terrorism” as they relate to global conflict.</p> <p>English 9</p> <p>Student can outline the features and structure of a strong letter to the editor.</p> <p>Student can integrate understanding of character and themes to draw conclusions about the meaning of [symbol] in [Novel or story].</p> <p>Students can distinguish between the functions of a soliloquy and a monologue in a Shakespearean play.</p> <p>Biology</p> <p>Student can deconstruct how enzymes regulate chemical reactions in a cell.</p> <p>Student can identify and compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids.</p>

Level: APPLYING

Key verbs: Implement, Carry out, Use, Execute, Classify, Examine, Solve

Sample Question Stems	Rubric Language
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<ul style="list-style-type: none"> • How would you solve _____ using what you have learned ...? • How would you organize _____ to show ...? • How would you show your understanding of ...? • How would you apply what you learned to develop ...? • How can you make use of the facts to ...? 	<p>Student can carry out a solution for _____ using what they have learned.</p> <p>Student can classify _____ to show...</p> <p>Student can execute _____ based on their understanding.</p> <p>Student can use what they've learned to develop....</p> <p>Student can carry out _____ based on the facts...</p>
<ul style="list-style-type: none"> • What approach would you use to ...? • What other way would you plan to ...? • What would result if ...? 	<p>Student can implement an approach to...</p> <p>Student can execute more than one way to...</p> <p>Student can examine many plausible results...</p>
<ul style="list-style-type: none"> • What elements would you choose to change ...? • What facts would you select to show ...? • What questions would you ask in an interview with ...? 	<p>Student can examine which elements would change...</p> <p>Student can use facts to show...</p> <p>Student can carry out and interview...</p>
Sample Questions	Sample Rubrics
<p>Life Management Skills (Health)</p> <p>What approach would you use to minimize the negative effects of advertising techniques on you while grocery shopping?</p> <p>What could result if a mother drinks regularly while pregnant?</p> <p>What questions would you ask in an interview with someone that recently immigrated to America from another country?</p> <p>Algebra I</p> <p>Describe how you would you calculate the slope of a line that passes through the points (-2,-5) and (7,8).</p> <p>What approach would you use to simplify [a given polynomial expression]?</p> <p>How would you show your understanding of the process of factoring [a given trinomial]?</p>	<p>Life Management Skills (Health)</p> <p>Student can implement an approach to grocery shopping that minimizes the negative effects of advertising techniques.</p> <p>Student can examine the many plausible medical consequences of drinking alcohol on an unborn child.</p> <p>Student can carry out an interview that explores the difficulties that people from other cultures might experience when trying to communicate with people from the United States.</p> <p>Algebra I</p> <p>Student can carry out a solution to calculate the slope of a line that passes through two given points, using what they have learned about slope.</p> <p>Student can implement an approach to simplify a given polynomial expression.</p> <p>Student can factor a given trinomial based on their understanding of factoring and the distributive property.</p>

Level: UNDERSTANDING

Key verbs: Interpret, Exemplify, Summarize, Infer, Paraphrase, Classify, Compare, Explain, Identify, Predict, Restate

Sample Question Stems	Rubric Language
<ul style="list-style-type: none"> • How would you classify the type of ...? • How would you compare ...? contrast ...? • How would you rephrase the meaning ...? • Who do you think ...? 	<p>Student can classify...</p> <p>Student can compare and contrast the....</p> <p>Student can restate the...</p> <p>Student can predict who/what/when/where/how....</p>

<ul style="list-style-type: none"> • What facts or ideas show ...? • What is the main idea of ...? • Which statements support ...? 	<p>Student can explain...</p> <p>Student can paraphrase...</p> <p>Student can identify...</p>
<ul style="list-style-type: none"> • How can you explain what is meant ...? • What can you say about ...? • Which is the best answer ...? • How would you summarize ...? 	<p>Student can interpret what is meant...</p> <p>Student can explain what is meant...</p> <p>Student can infer which is the best answer...</p> <p>Student can summarize the...</p>
Sample Questions	Sample Rubrics
<p>Life Management Skills (Health)</p> <p>How would you compare and contrast a typical credit card and a typical debit card?</p> <p>What do you think are the most important factors to consider when choosing a credit card for your family?</p> <p>What can you say about the term “identity theft” and how it can be avoided?</p> <p>English 9</p> <p>How would you compare and contrast the different types of literary conflict?</p> <p>What is the main idea of [short story, essay or paragraphy]? (give the student an example to interpret)</p> <p>How would you summarize key characteristics of propaganda?</p>	<p>Life Management Skills (Health)</p> <p>Student can compare and contrast typical credit and debit cards.</p> <p>Student can predict what factors (types, costs, terms, and conditions) will be most important when choosing a credit card for their family.</p> <p>Student can explain what is meant by the term “identity” theft and how it can be avoided.</p> <p>English 9</p> <p>Student can compare and contrast the different types of literary conflict.</p> <p>Student can paraphrase the main idea of a given short story, essay, or paragraph.</p> <p>Student can summarize the key characteristics of propaganda.</p>

Level: REMEMBERING

Key verbs: Recognize, List, Describe, Identify, Retrieve, Name, Locate, Find, Explain, Recall, Recite

Sample Question Stems	Rubric Language
<ul style="list-style-type: none"> • What is ...? • How is ...? • Where is ...? • When did _____ happen? • How did _____ happen? 	<p>Student can identify what...</p> <p>Student can describe how...</p> <p>Student can locate where...</p> <p>Student can recall when...</p> <p>Student can explain how...</p>

<ul style="list-style-type: none"> • How would you explain ...? • How would you describe ...? • What do you recall ...? • How would you show ...? 	<p>Student can explain how...</p> <p>Student can describe what...</p> <p>Student can recall what...</p> <p>Student can explain how...</p>
<ul style="list-style-type: none"> • Who (what) were the main ...? • What are three ...? • What is the definition of...? 	<p>Student can name who/what...</p> <p>Student can list three...</p> <p>Student can recite what...</p>
Sample Questions	Sample Rubrics
<p>Biology</p> <p>What is so special about water?</p> <p>How would you explain why so many compounds dissolve in water?</p> <p>What are three reasons that hydrogen bonding is important to water?</p> <p>Algebra I</p> <p>What is the definition of a parallel and a perpendicular line?</p> <p>What is the order of operations?</p> <p>How would you describe the difference between a set, a subset, and an empty set? Use an example.</p> <p>Global Studies</p> <p>What do you recall are the continents and oceans of the world?</p> <p>What are all five Themes of Geography?</p>	<p>Biology</p> <p>Student can identify that water is a compound common to living things.</p> <p>Student can explain why so many compounds dissolve in water.</p> <p>Student can recall the importance of hydrogen bonding to the properties of water.</p> <p>Algebra I</p> <p>Student can recall the definition of parallel and perpendicular lines.</p> <p>Student can list algebraic operations in their correct order.</p> <p>Students can describe the difference between a set, a subset, and an empty set, using an example.</p> <p>Global Studies</p> <p>Student can recall and recite the continents and oceans of the world.</p> <p>Student can list, identify and describe all five Themes of Geography (Location, Place, Human/Environment Interaction, Movement, Region)</p>

Largely Adapted from:

<http://www.curriculuminstitute.org/conference-archives/handouts/CCSSO%20Que%20Questions.pdf>

Sources: Public Consulting Group's Center for Resource Management, in partnership with the Council of Chief State School Officers (August 2007)

Examples from Florida Virtual School (FLVS) curriculum were used in this document.

