

Levels of Cognitive Performance Activities/Assignments/Student Products

Teachers can use this Scattergram as a self-reflection tool to determine the level of cognitive performance (as defined by Benjamin Bloom and Lorin Anderson) required of students as they complete activities, assignments, and objectives. This information can then be used to help teachers determine if there is a need to redesign the activity to require higher levels of cognitive performance of their students.

Directions: Enter a brief description or title of 5 different activities, assignments, assessments, objectives, etc. and mark an “X” to indicate the levels of cognitive performance that are required of students to complete the activity successfully.

Note: Some activities will include multiple levels of cognitive performance. The highest identified level of cognitive performance for an activity determines the over-all classification/rating of the entire activity, assignment, or objective.

	<i>Lower Order Thinking</i>			<i>Higher Order Thinking</i>		
Activity Title/Description	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
#1						
#2						
#3						
#4						
#5						