

Correlation Chart for FCAT—Webb's Cognitive Complexity—Bloom's Taxonomy

Background: The degree of challenge of FCAT multiple-choice items is currently categorized in two ways: **item difficulty** [prediction of the percentage of students who will choose the correct answer] and **cognitive complexity** [the cognitive demand associated with an item]. Bloom's Taxonomy is difficult to use to categorize test items because **Picture** is an inference about the skill, knowledge, and background of the students responding to the item. Therefore, in 2004, FLDOE began using Dr. Norman L. Webb's Depth of Knowledge (DOK) Levels, the focus shifted from the ability of the student to the expectations of the item. Note that a test item may fit one or more descriptions, but should be classified in the highest level of complexity demanded by the item.

FCAT Complexity Levels	FCAT Degree of Challenge % Correct	Webb's Depth of Knowledge (DOK) Levels	Bloom's Taxonomy Categories	Examples of Stems - Reading
Low	More than 70%	Level 1: Recall / Reproduce Recall of facts, information or procedure [1 step]	Knowledge <i>Recall specifics & universals</i> Comprehension Low level wo/verbatim repetition	<ul style="list-style-type: none"> • Define • Locate details from text or visual • Identify correct order
Moderate	Between 40% & 70%	Level 2: Basic Application of Skill/Concept Use of information, concept knowledge [2 or more steps]	Application Use of abstractions in concrete situations	<ul style="list-style-type: none"> • Use context to define words in text • Determine how details support main idea • Interpret visuals • Identify cause-and-effect • Identify similarities and differences • Recognize elements of plot • Recognize patterns of organization • Summarize • Compare word meanings
High	Less than 40%	Level 3: Strategic Thinking Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to complete	Analysis Breakdown of a situation into its component parts	<ul style="list-style-type: none"> • Analyze the use of figurative language • Show how visuals contribute to a text • Determine author's purpose &/or point of view and describe how it affects text • Evaluating strong vs. weak arguments • Analyze similarities and differences; • Describe and analyze characteristics of various types of literature; • Describe and illustrate how common themes are found across texts • Analyze cause-and-effect relationships
		Level 4: Extended Thinking Requires investigation; time to think and process multiple conditions of problem or task; and more than 10 minutes to do non-routine manipulations	Synthesis and Evaluation Putting together elements & parts to form a whole, then making value judgments about the method	