



1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.





» ~~1996~~

Gründungsphase
1996

» ~~1997~~

Erstmalige
Kommunikation
mit dem
Kunden

» ~~1998~~

Erstmalige
Kommunikation
mit dem
Kunden
über
die
Kunden

* ~~1999~~



Guide to Using Bloom's Taxonomy of Learning

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---|--|---|---|---|--|
| <p>Remember</p> <p>Students will be able to identify important events in U.S. history.</p> | <p>Understand</p> <p>Students will be able to explain the causes of World War II.</p> | <p>Apply</p> <p>Students will be able to identify rocks and minerals.</p> | <p>Analyze</p> <p>Students will be able to compare and contrast the effects of the Industrial Revolution on different countries.</p> | <p>Evaluate</p> <p>Students will be able to evaluate the impact of the Industrial Revolution on society.</p> | <p>Create</p> <p>Students will be able to create a model of a cell.</p> |
| <p>Remember</p> <p>Students will be able to identify the names of the planets in our solar system.</p> | <p>Understand</p> <p>Students will be able to explain the difference between a planet and a star.</p> | <p>Apply</p> <p>Students will be able to identify the planets in our solar system.</p> | <p>Analyze</p> <p>Students will be able to compare and contrast the characteristics of different planets.</p> | <p>Evaluate</p> <p>Students will be able to evaluate the importance of the planets in our solar system.</p> | <p>Create</p> <p>Students will be able to create a model of a planet.</p> |
| <p>Remember</p> <p>Students will be able to identify the names of the major world religions.</p> | <p>Understand</p> <p>Students will be able to explain the basic beliefs of the major world religions.</p> | <p>Apply</p> <p>Students will be able to identify the major world religions.</p> | <p>Analyze</p> <p>Students will be able to compare and contrast the beliefs of different world religions.</p> | <p>Evaluate</p> <p>Students will be able to evaluate the impact of world religions on society.</p> | <p>Create</p> <p>Students will be able to create a model of a world religion.</p> |





Positive Attributes

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(2) 8/15
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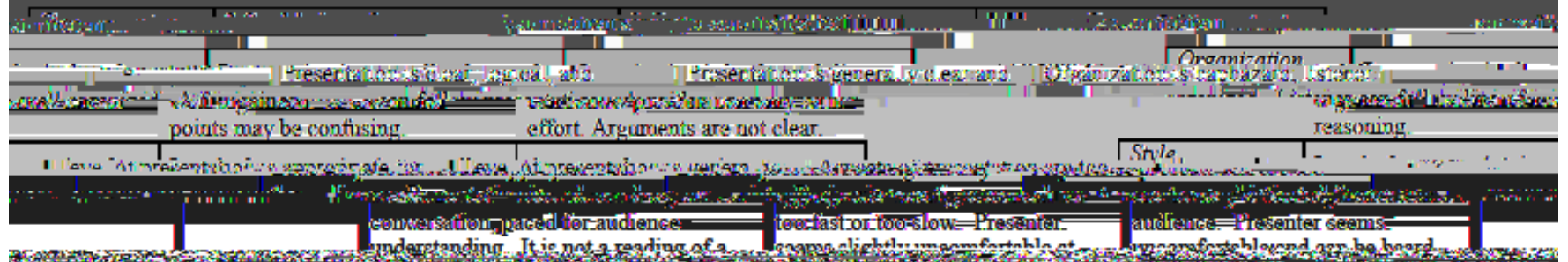
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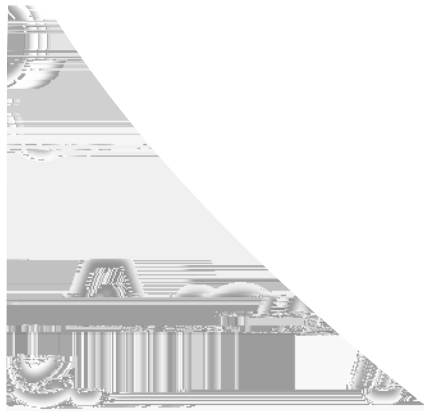
Adapted from Huba, M.E. & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching*

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