APPLICATION	TAXONOMY	Used with targets that begin with "Is skilled at"		
Level of Expertise	**Demonstration**	**Useful Verbs, Phrases, Definitions**		
Integrated	Sophistication	*Use of a skill at a level recognized as distinguished or expert by an external set of criteria.*		
	Adaptation	*Use the skill in a new way or for a different purpose*		
	Problem Solving	*Accomplish a goal in an unfamiliar context or complex context for which obstacles exist using the skill*		
	Authentic Application	*Applies as needed and not told to do so in an authentic context*		
Independent	After a Delay in Complex Contexts	*Uses a skill appropriately in a complex context without being prompted to do so or as is required as part of a larger problem or situation after a delay from learning and practicing the skill*		
	In complex context	*Uses a skill appropriately in complex contexts without being prompted to do so or as is required as part of a larger problem or situation*		
	In context	*Exhibits or demonstrates the skill in a context that is relevant and known to be exhibited in*	Analysis	The independent level of application already assumed a solid conceptual understanding somewhere in the analysis range of complex reasoning.
	After a Delay on Demand	*Able to recall and use a skill when asked to do it "by name"*		
	On demand	*Exhibits it upon being instructed to do "it" by name (within specified parameters)*		
Supported	Coached	*With verbal cues, models or reminders*	Comprehension	The supoorted and coaches levels of this taxonomy coincide with instruction that develops students' conceptual understanding of the skill.
	Demonstrated	*Replicates or completes after visual cues or prescribed steps*		
Initial	Replication	*Replicates with verbal cues or modeling*	Retrieval	
	Recogniion	*Responds to leading prompts about skills*		
Fall 2016		Modeled after: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Education Objectives (Marzano & Kendall)		