

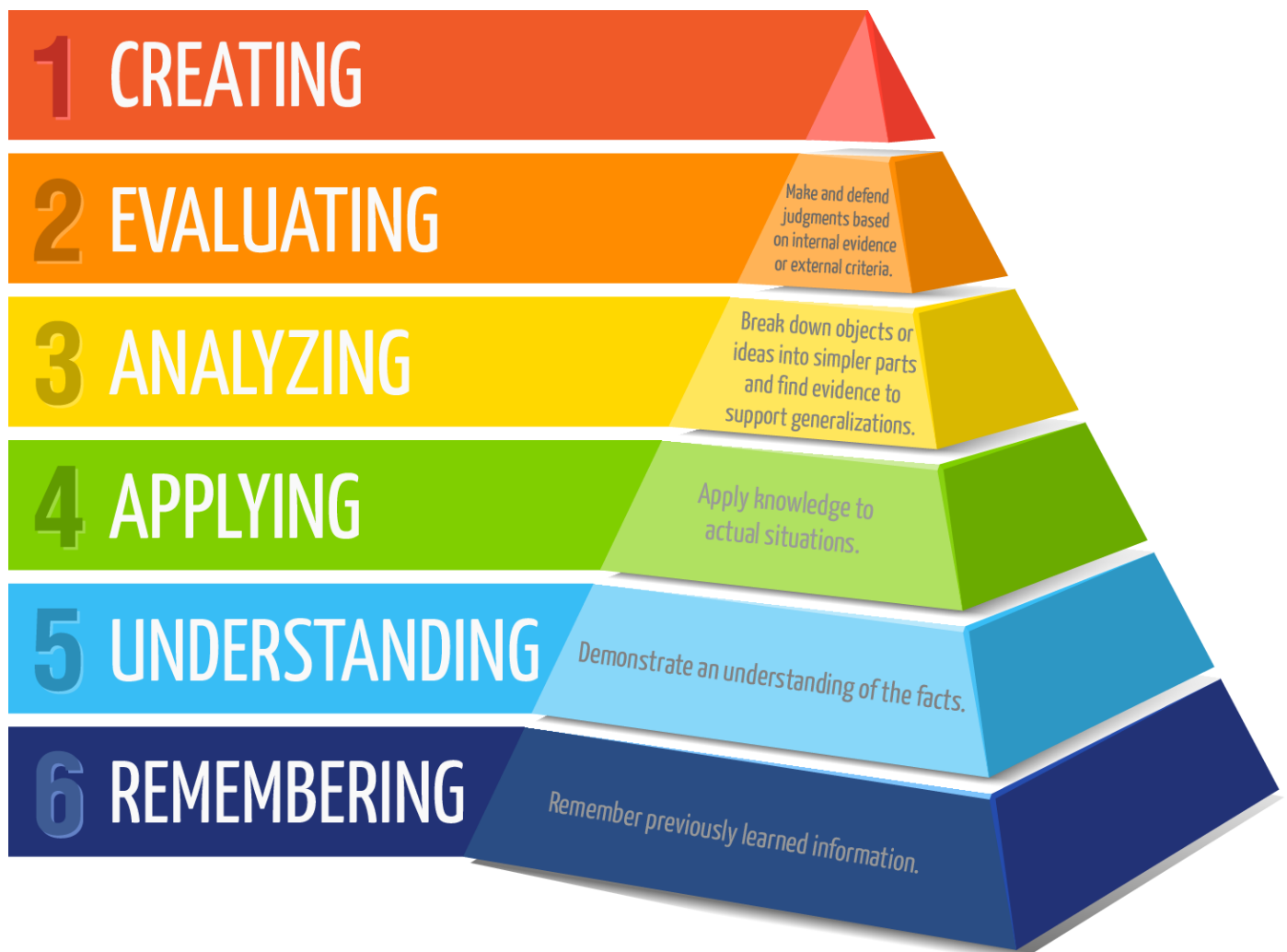
BLOOM'S TAXONOMY

WHAT IS BLOOM'S TAXONOMY?

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to climb to a higher level of thought.

The categories or levels are defined as:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing, or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.



WHY USE BLOOM'S TAXONOMY?

Bloom's Taxonomy provides educators with one of the first systematic classifications of the processes of thinking and learning. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.

Teachers can benefit from using frameworks to organize objectives. Having an organized set of objectives helps teachers to:

- ✓ Plan and deliver appropriate instruction,
- ✓ Design valid assessment tasks and strategies, and
- ✓ Ensure that instruction and assessment are aligned with the objectives.

HOW TO USE BLOOM'S TAXONOMY

The breakdown of Bloom's taxonomy provides educators common standards to assist in the development of effective lesson plans. In addition, the Bloom's taxonomy includes specific verb and product linkage with each of the levels of the Cognitive Process Dimension. The next page shows a complete chart with action verbs for each one of the levels.

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Arrange	Classify	Apply	Analyze	Arrange	Appraise
Choose	Compare	Change	Appraise	Appraise	Argue
Define	Contrast	Choose	Breakdown	Assemble	Assess
Describe	Defend	Compute	Calculate	Categorize	Attach
Duplicate	Demonstrate	Demonstrate	Categorize	Check	Choose
Identify	Describe	Discover	Classify	Combine	Combine
Label	Discuss	Dramatize	Compare	Compare	Compare
List	Distinguish	Employ	Contrast	Compose	Compose
Locate	Estimate	Execute	Criticize	Construct	Conclude
Match	Explain	Generalize	Diagram	Create	Construct
Memorize	Express	Illustrate	Differentiate	Criticize	Contrast
Name	Generalize	Implement	Discriminate	Defend	Create
Omit	Give example(s)	Interpret	Distinguish	Design	Defend
Order	Identify	Judge	Examine	Develop	Describe
Outline	Illustrate	Manipulate	Experiment	Devise	Design
Recall	Indicate	Modify	Identify	Explain	Develop
Recite	Infer	Operate	Illustrate	Formulate	Discriminate
Recognize	Interpret	Organize	Infer	Generate	Do
Relate	Judge	Practice	Model	Judge	Estimate
Repeat	Locate	Predict	Organize	Plan	Evaluate
Reproduce	Match	Prepare	Outline	Prepare	Explain
Select	Paraphrase	Produce	Point out	Rearrange	Formulate
State	Predict	Relate	Question	Reconstruct	Generate
	Represent	Schedule	Relate	Relate	Hypothesize
	Restate	Show	Select	Reorganize	Interpret
	Review	Sketch	Separate	Revise	Invent
	Rewrite	Solve	Subdivide	Rewrite	Judge
	Select	Use	Survey	Set up	Justify
	Show	Write	Test	Summarize	Make
	Summarize			Synthesize	Organize
	Tell			Tell	Plan
	Translate			Write	Predict
					Produce
					Relate
					Select
					Summarize
					Support
					Value

Resources:

Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved 15 Oct. 2014 from <http://epltt.coe.uga.edu/>

Anderson, Lorin W., and David R. Krathwohl. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman, 2001. Print.

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