




Bloom's Taxonomy




Bloom's Taxonomy is a hierarchy of methods for learning information.

Bloom's helps:

- Explain the flow of learning.
 - We achieve higher levels by mastering lower levels.
- An individual to self-reflect on where they are in their learning process.
 - Where are you now and where do you want to be?
- Identify what type of thinking and learning an assignment is asking for.
 - Students can have mastery at varying levels depending on the task or subject matter they are learning.



Level of Taxonomy	Definition	Process Verbs	Assessments	Question Stems
1. Remembering 	<p>Recalling information</p> <p>Recognizing, listing, describing, retrieving, naming, finding</p>	<p>Choose</p> <p>Cite</p> <p>Define</p> <p>Describe</p> <p>Give examples</p> <p>Group</p> <p>Know</p> <p>Label</p> <p>List</p> <p>Listen</p> <p>Locate</p> <p>Match</p> <p>Memorize</p> <p>Name</p> <p>Quote</p> <p>Recall</p> <p>Recite</p> <p>Record</p> <p>Repeat</p> <p>Select</p> <p>Underline</p>	<p>Definition</p> <p>Fact</p> <p>Label</p> <p>List</p> <p>Quiz</p> <p>Reproduction</p> <p>Test</p> <p>Workbook</p> <p>Worksheet</p>	<p>-What happened after...?</p> <p>-How many...?</p> <p>-What is...?</p> <p>-Who...?</p> <p>-Can you name...?</p> <p>-Which is true or false?</p>
2. Understanding 	<p>Explaining ideas or concepts</p> <p>Interpreting, summarizing, paraphrasing, classifying, explaining</p>	<p>Ask</p> <p>Calculate</p> <p>Convert</p> <p>Describe</p> <p>Discuss</p> <p>Explain</p> <p>Give examples</p> <p>Identify</p> <p>Locate</p> <p>Observe</p> <p>Recognize</p> <p>Report</p> <p>Research</p> <p>Retell</p> <p>Review</p> <p>Summarize</p> <p>Tell</p>	<p>Debate</p> <p>Definition</p> <p>Dramatization</p> <p>Example</p> <p>Explanation</p> <p>Label</p> <p>List</p> <p>Outline</p> <p>Quiz</p> <p>Recitation</p> <p>Reproduction</p> <p>Story problems</p> <p>Summary</p> <p>Test</p>	<p>-Can you write in your own words?</p> <p>-How would you explain...?</p> <p>-What could happen next?</p> <p>-Who do you think...?</p> <p>-What was the main idea...?</p>
3. Applying 	<p>Using information in another familiar situation</p> <p>Implementing, carrying out, using, executing</p>	<p>Adapt</p> <p>Apply</p> <p>Calculate</p> <p>Change</p> <p>Compute</p> <p>Demonstrate</p> <p>Dramatize</p> <p>Draw</p> <p>Experiment</p> <p>Illustrate</p> <p>List</p> <p>Make</p> <p>Manipulate</p> <p>Practice</p> <p>Produce</p> <p>Sequence</p> <p>Show</p> <p>Solve</p> <p>Teach</p> <p>Use</p>	<p>Demonstration</p> <p>Diagram</p> <p>Experiment</p> <p>Illustration</p> <p>Journal</p> <p>Lesson</p> <p>Map</p> <p>Model</p> <p>Performance</p> <p>Poster</p> <p>Prediction</p> <p>Presentation</p> <p>Report</p> <p>Scrapbook</p> <p>Simulation</p>	<p>-Do you know of another instance where...?</p> <p>-Can you group...?</p> <p>-Which factors would you change...?</p> <p>-What questions would you ask of...?</p> <p>-From the information given, can you develop a set of instructions about...?</p>

<p>4. Analyzing</p> 	<p>Breaking information into parts to explore understandings and relationships</p> <p>Comparing, organizing, deconstructing, interrogating, finding</p>	<p>Calculate Categorize Classify Compare Contrast Diagram Differentiate Discover Distinguish Examine Experiment Group Interpret Investigate Order Organize Question Relate Research Sequence Solve Survey</p>	<p>Chart Checklist Database Diagram Graph Illustration Investigation List Outline Plan Questionnaire Report Spreadsheet Summary</p>	<p>-Which events could not have happened?</p> <p>-How is... similar to...?</p> <p>-What are some other outcomes?</p> <p>-Why did... occur?</p> <p>-What was the problem with...?</p>
<p>5. Evaluating</p> 	<p>Justifying a decision or course of action</p> <p>Checking, hypothesizing, critiquing, experimenting, judging</p>	<p>Argue Assess Choose Compare Conclude Criticize Debate Decide Defend Determine Evaluate Justify Prioritize Rate Recommend Support Tell why Value</p>	<p>Conclusion Debate Editorial Investigation Judgment Opinion Recommendation Report Survey Verdict</p>	<p>-Is there a better solution to...?</p> <p>-What do you think about...?</p> <p>-Do you think... is a good or bad thing?</p> <p>-How would you feel if...?</p> <p>-How effective are...?</p> <p>-What are the pros and cons of...?</p>
<p>6. Remembering</p> 	<p>Recalling information</p> <p>Recognizing, listing, describing, retrieving, naming, finding</p>	<p>Choose Cite Define Describe Give examples Group Know Label List Listen Locate Match Memorize Name Quote Recall Recite Record Repeat Select Underline</p>	<p>Definition Fact Label List Quiz Reproduction Test Workbook Worksheet</p>	<p>-What happened after...?</p> <p>-How many...?</p> <p>-What is...?</p> <p>-Who...?</p> <p>-Can you name...?</p> <p>-Which is true or false?</p>

Bloom's Taxonomy Activity

Choose a recent assignment/project that you completed:

What kind of assessment was it?

What were some of the process verbs used in the directions for the assignment?

Which level of thinking was the assignment asking for?

What did you do to reach this level of thinking?

What variations could be made to the assignment that would require a higher level of thinking?

What different tasks would you have to do to reach this new level of thinking?