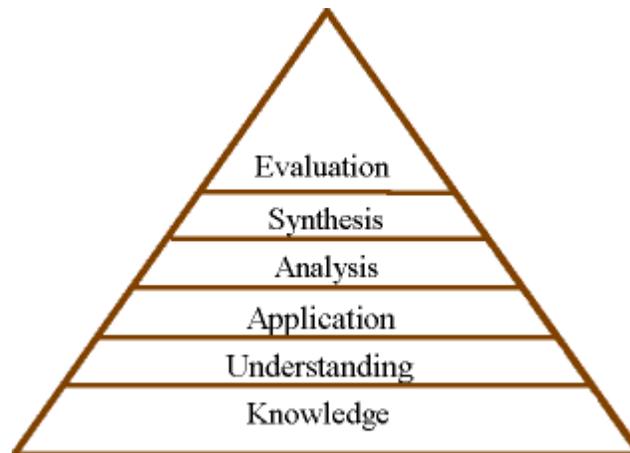


# BLOOM'S TAXONOMY



In the late 1950's, a group of educational psychologists developed a system of classification for levels of intellectual behavior (thinking) important in learning, called Bloom's Taxonomy. Six levels were identified, ranging from simple recall or recognition of facts to the highest order that is called evaluation. Students can "know" about a topic or subject at different levels.

Bloom's group found that over 95 % of test questions required students to think only at the lowest possible level - the recall of information. It is still true today. While most teacher-made tests still test at the lower levels of the taxonomy, **research has shown that students remember more when they have learned to handle the topic at the higher levels of the taxonomy.**

Competence	Skills Demonstrated
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• observation and recall of information</li><li>• knowledge of dates, events, places</li><li>• knowledge of major ideas</li><li>• mastery of subject matter</li><li>• <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</li></ul>

<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• understanding information</li> <li>• grasp meaning</li> <li>• translate knowledge into new context</li> <li>• interpret facts, compare, contrast</li> <li>• order, group, infer causes</li> <li>• predict consequences</li> <li>• <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>• use information</li> <li>• use methods, concepts, theories in new situations</li> <li>• solve problems using required skills or knowledge</li> <li>• <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• seeing patterns</li> <li>• organization of parts</li> <li>• recognition of hidden meanings</li> <li>• identification of components</li> <li>• <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</li> </ul>
<b>Synthesis</b>	<ul style="list-style-type: none"> <li>• use old ideas to create new ones</li> <li>• generalize from given facts</li> <li>• relate knowledge from several areas</li> <li>• predict, draw conclusions</li> <li>• <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• compare and discriminate between ideas</li> <li>• assess value of theories, presentations</li> <li>• make choices based on reasoned argument</li> <li>• verify value of evidence</li> <li>• recognize subjectivity</li> <li>• <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</li> </ul>