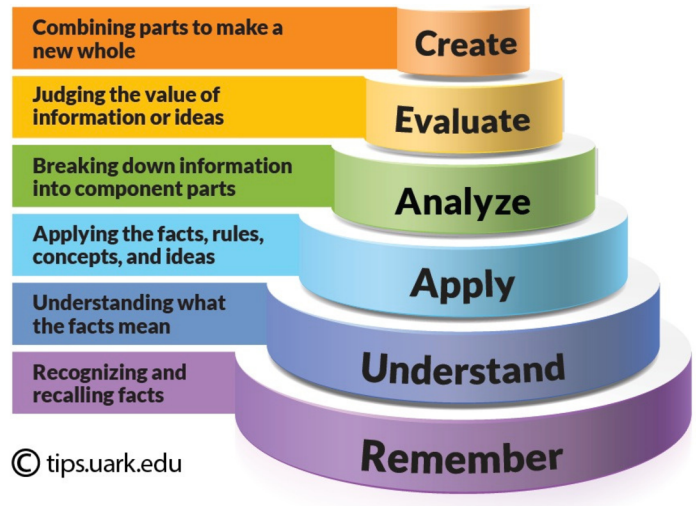


Bloom's Taxonomy

- Bloom's Taxonomy is a framework that breaks learning into six levels, from basic recall to advanced thinking: Remember, Understand, Apply, Analyze, Evaluate, and Create.
- It helps students move beyond memorization and toward deeper, more meaningful learning by encouraging higher-level thinking skills.
- Each level builds on the one before it, helping you grow from simply knowing information to being able to use, evaluate, and create with it.
- Using Bloom's can guide how you study, ask questions, and approach assignments—so your learning is more active, intentional, and effective.



PART ONE: Reflect on Your Current Study Habits

Look at the six levels of Bloom's Taxonomy below. Place a check mark next to the levels you think you usually operate in when you study.

- ☐ Remember – recalling facts or definitions
- ☐ Understand – explaining ideas or concepts
- ☐ Apply – using knowledge in new situations
- ☐ Analyze – breaking information into parts to see how they relate
- ☐ Evaluate – judging or critiquing based on criteria
- ☐ Create – producing something new with your knowledge

PART TWO: Apply This to Something Real

Choose a class you're taking right now and fill in the chart below with an example of what a study task might look like at each level of Bloom's Taxonomy. (Use the chart on the back of this sheet for

BLOOM'S LEVEL	EXAMPLE TASK IN MY CLASS
REMEMBER	
UNDERSTAND	
APPLY	
ANALYZE	
EVALUATE	
CREATE	

What specific strategies or tools can you use to help you get to the higher levels?

REMEMBER

Recall/regurgitate facts without understanding.
Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

UNDERSTAND

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

APPLY

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques, and rules in a different way.

ANALYZE

To examine in detail. Examining and breaking information down into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations

EVALUATE

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

CREATE

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions

KEY WORDS:

Choose Observe Show
Copy Omit Spell
Define Quote State
Duplicate Read Tell
Find Recall Trace
How Recite What
Identify Recognize When
Label Record Where
List Relate Which
Listen Remember Who
Locate Repeat Why
Match Reproduce Write
Memorize Retell
Name Select

KEY WORDS:

Ask Extend Outline
Cite Generalize Predict
Classify Give ex- Purpose
Compare mples Relate
Contrast Illustrate Rephrase
Demons- Indicate Report
trate Infer Restate
Discuss Interpret Review
Estimate Match Show
Explain Observe Translate
Express Summarize

KEY WORDS:

Act Dramatize Perform
Administer Employ Plan
Apply Experiment Practice
Associate Group Relate
Build Identify Represent
Calculate Illustrate Select
Categorize Interpret Show
Choose Interview Smulate
Classify Link Solve
Connect Make use of Summarize
Construct Manipulate Teach
Correlation Model Transfer
Develop Organize Translate Use

KEY WORDS:

Analyze Examine Order
Appraise Find Organize
Arrange Focus Prioritize
Assumption Function Question
Breakdown Group Rank
Categorize Highlight Reason
Cause and In-depth Reorganize
effect Discussion Research
Choose Inference See
Classify Inpect Select
Differences Investigate Separate
Discover Isolate Similar to
Dissect List Test for
Motive Theme

KEY WORDS:

Agree Disprove Measure
Appraise Dispute Opinion
argue Effective Perceive
Assess Estimate Persuade
Award Evaluate Prioritize
Bad Explain Prove
Choose Good Rate
Compare Grade Rule on
Conclude Importance Select
Consider Infer Support
Debate Influence Test
Decide Judge Useful
Defend Justify Validate
Mark Why

KEY WORDS:

Adapt Develop Plan
Add to Discover Predict
Build Discuss Produce
Change Estimate Reframe
Choose Extend Revise
Combine Formulate Rewrite
Compile Happen Simplify
Compose Imagine Solve
Construct Improve Speculate
Convert Innovate Substitute
Create Integrate Tabulate
Delete Invent Test
Design Make up Theorize
Maximize Visualize

ACTIONS:

Describing Definition
Finding Fact
Identifying Label
Listing List
Locating Quiz
Naming Reproduction
Recognizing Test
Retrieving Workbook
Worksheet

OUTCOMES:

ACTIONS:

Classifying Collection
Comparing Examples
Exemplifying Explanation
Explaining Label
Inferring List
Interpreting Outline
Paraphrasing Quiz
Summarizing Show and Tell
Summary

OUTCOMES:

ACTIONS:

Carrying out Demonstration
Executing Diary
Implementing Illustrations
Using Interview
Journal
Performance
Presentation
Sculpture
Simulation

OUTCOMES:

ACTIONS:

Attributing Abstract
Deconstructing Chart
Integrating Checklist
Organizing Database
Outlining Graph
Structuring Mobile
Report
Spread Sheet
Survey

OUTCOMES:

ACTIONS:

Attributing Abstract
Checking Chart
Deconstructing Checklist
Integrating Database
Organizing Graph
Outlining Mobile
Structuring Report
Spread sheet
Survey

OUTCOMES:

ACTIONS:

Constructing Advertisement
Designing Film
Devising Media product
Inventing New Game
Making Painting
Planning Plan
Producing Project
Song
Story

OUTCOMES:

QUESTIONS:

Can you list three...?
Can you recall...?
Can you select...?
How did _____ happen?
How is...?
How would you describe...?
How would you explain...?
How would you show...?

QUESTIONS:

Can you explain what is happening... what is meant...?
How would you classify the type of...?
How would you compare...?
How would you contrast...?
How would you rephrase the meaning...?
How would you summarize...?
What can you say about...?
What facts or ideas show...?
What is the main idea of ...?
Which is the best answer...?
Which statements support...?
Will you state or interpret in your own words...?

QUESTIONS:

How would you use...?
What examples can you find to...?
How would you solve _____ using what you have learned...?
How would you show your understanding of...?
What approach would you use to...?
How would you apply what you learned to develop...?
What other way would you plan to...?
What would result if...?

QUESTIONS:

What are the parts of...?
How is _____ related to...?
Why do you think...?
What is the theme...?
What motive is there...?
Can you list the parts...?
What inference can you make...?
What conclusions can you draw...?
How would you classify...?
How would you categorize...?
Can you identify the different parts...?
What is the relationship between...?
What is the function of...?

QUESTIONS:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Would it be better if...?
Why did they (the character) choose...?
How would you rate the...?
How would you evaluate...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritize...?
How would you justify...?

QUESTIONS:

What changes would you make to solve...?
How would you improve...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How would you change the plot...?
What could be done to minimize/maximize...?
How would you test...?