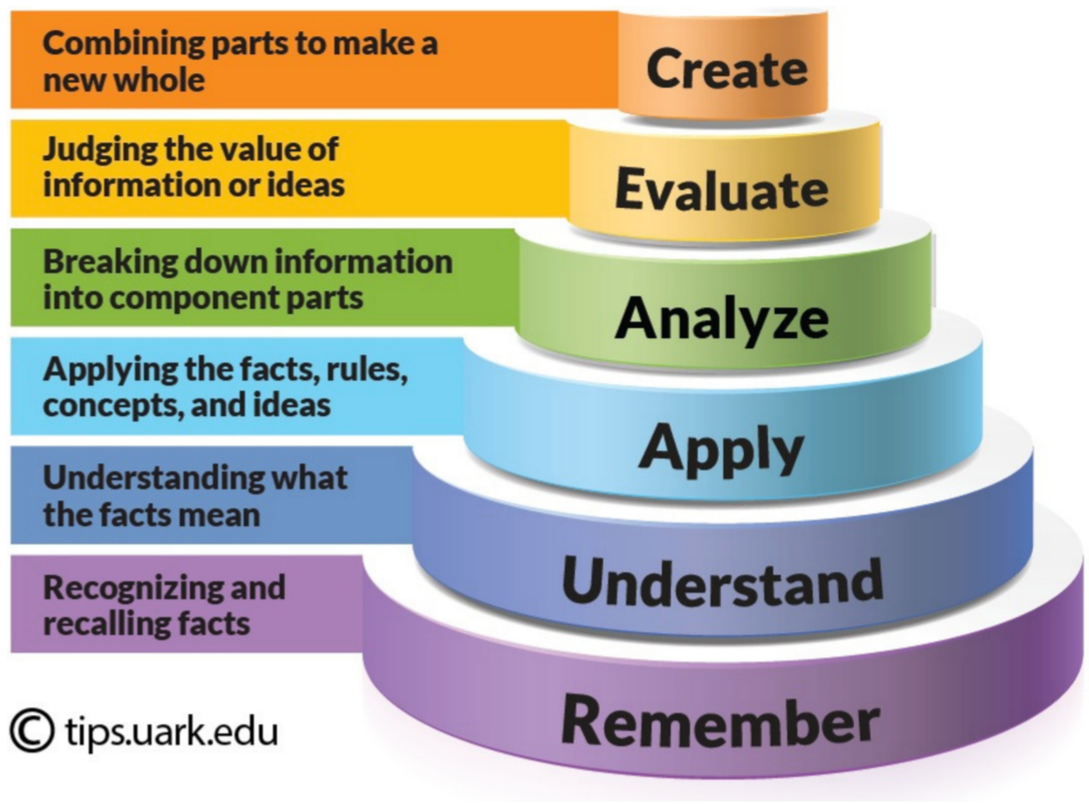
Bloom's Taxonomy

- 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.



<u>PART ONE</u>: 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

<u>PART TWO</u>: 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.

KEY WORDS:

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

ACTIONS:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognizing
Retrieving

OUTCOMES:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

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...?
What is..?
When did....?
When did _____ happen?
Where is...?
Which one...?
Who was...?
Wo were the main...?
Why did

UNDERSTAND

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

KEY WORDS:

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

ACTIONS:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarizing

OUTCOMES:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and Tell
Summary

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...?

APPLY

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

KEY WORDS:

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

ACTIONS:

Carrying out
Executing
Implementing
Using

OUTCOMES:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

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...?
Can you make use of the facts to...?

ANALYZE

To examine in detail. Examining and breaking information down into parts by indentifying motives or causees; Making inferences and finding evidence to support generaliizations

KEY WORDS:

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

ACTIONS:

Attributing
Deconstructing
Integrating
Organizing
Outlining
Structuring

OUTCOMES:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread Sheet
Survey

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...?

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.

KEY WORDS:

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

ACTIONS:

Attributing
Checking
Deconstructing
Integrating
Organizing
Outlining
Structuring

OUTCOMES:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

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....?

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:

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

ACTIONS:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

OUTCOMES:

Advertisement
Film
Media product
New Game
Painting
Plan
Project
Song
Story

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...?

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