Bloom’s Taxonomy
How will it impact in your classroom?

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What is Bloom’s Taxonomy?
- A theory to identify cognitive levels (Levels of thinking)
- Represents the full range of cognitive functioning up to and including adult levels
- Not necessarily demonstrated by all children
- These levels can be improved with practice

Bloom’s Taxonomy
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge
Bloom’s Taxonomy Provides

1. The basis for creating C-L-E-A-R student learning expectations:
   - Comprehensible to students
   - Learner-Centered
   - Evident, observable in fulfillment
   - Attainable, but of a high standard
   - Related to the course content and goals

Bloom’s Taxonomy Provides

2. Cues for asking questions that stimulate classroom discussion

3. A framework for ensuring that you encourage students’ higher-order thinking skills

Note: This is a taxonomy, not a hierarchy.

In the following slides

This column represents the learner behaviour or outcome you desire or wish to test.

This column represents the verbs which should start the learning expectations or questions.
1. **Knowledge** (low level thinking)
   - The learner should be able to
     - Acquire specific facts, ideas, or vocabulary
     - Recall and move information from short-term to long-term memory
   - Cues and starter verbs include
     - Define
     - List
     - Record
     - Repeat
     - Name
     - Recall

2. **Comprehension** (low level thinking)
   - Learners should be able to
     - Grasp the meaning of material learned
     - Communicate what has been learned and interpret it
     - Reach understanding
   - Cues and starter verbs include
     - Describe
     - Discuss
     - Explain
     - Identify
     - Locate
     - Report

3. **Application** (low level thinking)
   - The learner should be able to
     - Use learned knowledge
       - in new or concrete ways, or
       - to solve new problems
   - Cues and starter verbs include
     - Apply
     - Illustrate
     - Demonstrate
     - Dramatize
     - Employ
     - Use
4. **Analysis** (high level thinking)

The learner should be able to:
- Take ideas and knowledge apart
- Dismantle concepts into their components and seek links between concepts (compare)
- Find what is unique (contrast)

Cues and starter verbs include:
- Analyze
- Calculate
- Distinguish
- Examine
- Experiment
- Relate
- Solve

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5. **Synthesis** (high level thinking)

Learner should be able to:
- Re-organize parts to create a new or original concept or idea
- Make predictions based on analysis of knowledge

Cues and starter verbs include:
- Arrange
- Compose
- Formulate
- Construct
- Predict
- Design
- Create

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6. **Evaluation** (high level thinking)

Learner should be able to:
- Make judgments or decisions based on logical criteria or conditions
- Rate or assess conclusions
- Make valid choices

Cues and starter verbs include:
- Assess
- Select
- Rate
- Estimate
- Compare
- Judge
- Revise
- In my opinion
Other Points

- Bloom felt that problem solving was best suited to higher levels of thinking but also should include the level of application.
- Younger children due to their egocentric nature & incomplete neurological development initially focus on the lower levels of cognition.
- However, asking some higher order questions help children to practice to look beyond simple interpretations of factual material.

Other Points

- Students need to have the information and understanding of a concept at the lower level before they can solve a problem or think at a higher level. E.g. you need to know & understand the plot of a story before you can analyse the story and recreate a new ending.

Teaching Gifted Students/Classes

- All activities need to encourage students to work on a daily basis with higher order thinking activities.
- Expectations and application activities should beat a synthesis, evaluation or analysis level.
Two Useful Resources