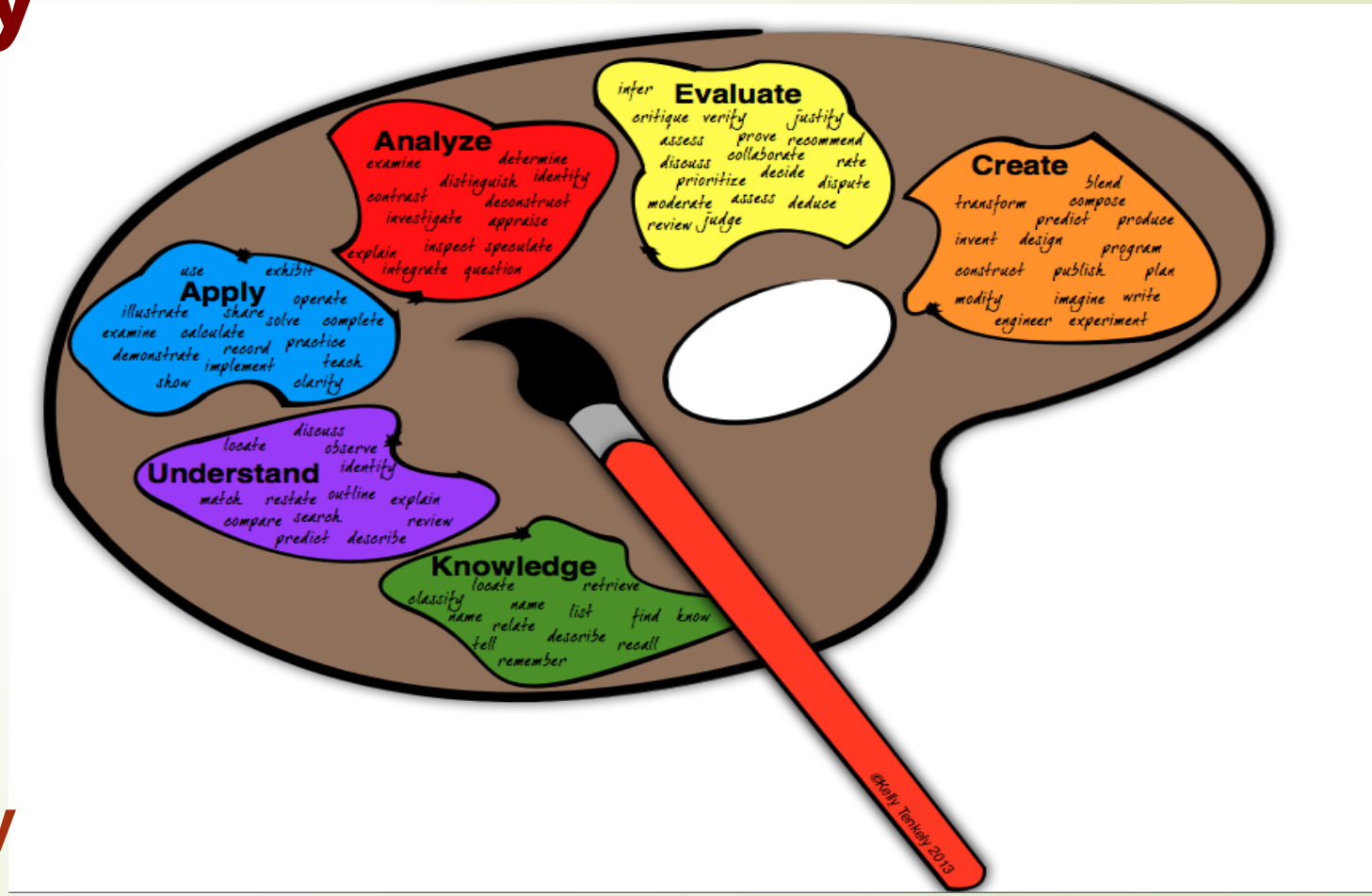
Bloom's Revised Taxonomy

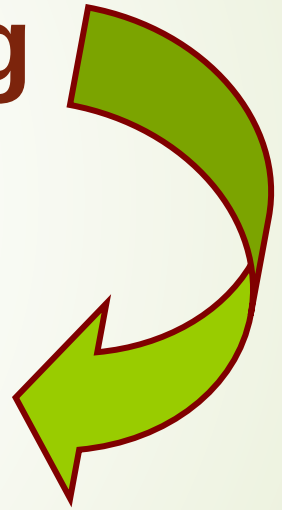


Erwin High School
World History
Freshman Academy

Taxonomy = Classification

Classification of thinking

Six cognitive levels of complexity



Why use Bloom's taxonomy?

- Write and revise learning objectives
- Plan curriculum
- Identifies simple to most difficult skills
- Effectively align objectives to assessment techniques and standards
- Incorporate knowledge to be learned (knowledge dimension) and cognitive *process* to learn
- Facilitate questioning (oral language = important role within framework)

More Importantly

- When you learn to examine a topic using Bloom's Taxonomy (called Bloom)…
- You will become proficient in that topic…
- Because you will have dissected every part of the topic
- You will know the topic inside out
- Don't Believe Me…?
  - Use the Scientific Method…***Test Bloom***

The Steps to Understanding Bloom

Remembering

The learner is able to recall, restate and remember learned information

- Describing
- Finding
- Identifying
- Listing

- Retrieving
- Naming
- Locating
- Recognizing

Can students recall information?

Understanding

Student grasps meaning of information by interpreting and translating what has been learned

- Classifying
- Comparing
- Exemplifying
- Explaining

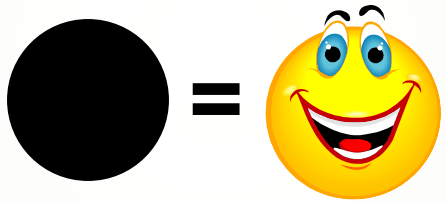
- Inferring
- Interpreting
- Paraphrasing
- Summarizing

Can students explain ideas or concepts?

Applying

Student makes use of information in a context different from the one in which it was learned

- Implementing
- Carrying out



- Using
- Executing

Can students use the information in another familiar situation?

Analyzing

Student breaks learned information into its parts to best understand that information

- Attributing
- Comparing
- Deconstructing
- Finding

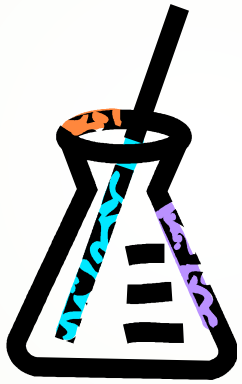
- Integrating
- Organizing
- Outlining
- Structuring

Can students break information into parts to explore understandings and relationships?

Evaluating

Student makes decisions based on in-depth reflection, criticism and assessment

- Checking
- Critiquing
- Detecting
- Experimenting



- Hypothesising
- Judging
- Monitoring
- Testing

Can students justify a decision or a course of action?

Creating

Student creates new ideas and information using what previously has been learned

- Constructing
- Designing
- Devising
- Inventing

- Making
- Planning
- Producing

Can students generate new products, ideas, or ways of viewing things?