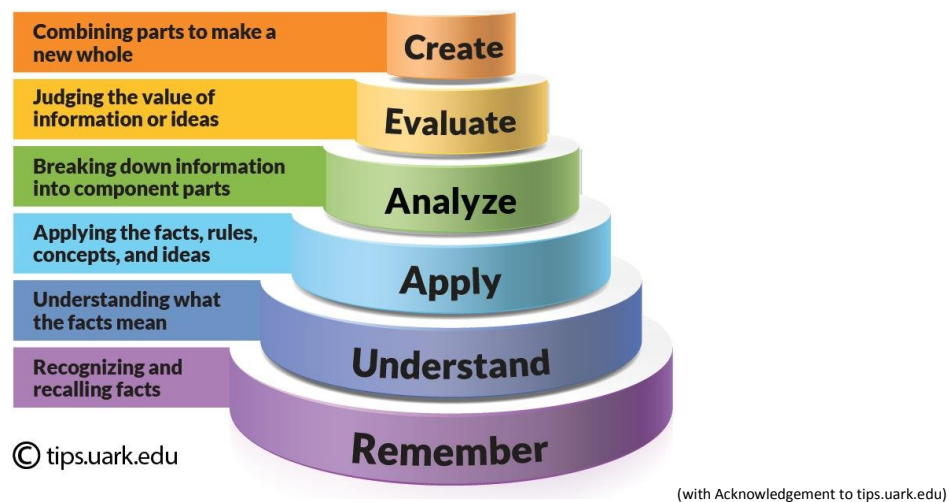


BLOOM'S TAXONOMY – Application of learning hierarchy



What Is It?

Bloom's Taxonomy is a classification of educational objectives used for developing higher level thinking skills. It is a process-oriented model that allows teachers to present ideas and concepts at many different levels to meet the needs of a variety of learners.

How Is It Used?

When developing learning tasks and activities around Bloom's Taxonomy, it is important to include at least one activity from each of the six levels of the taxonomy.

- Knowledge

-requires learning information

-consists of memorizing or identifying facts

-provides the basis for greater understanding Questions that ask students to define, describe, label, locate, recite, select, memorize, recognize, name, state, identify, or repeat utilize the knowledge level of Bloom's taxonomy.

- Comprehension

-requires understanding information

-focuses on the meaning and intent of the material Whenever students are asked to restate, paraphrase, rewrite, convert, give examples, illustrate, summarize, explain, locate, express they are employing comprehension level skills.

- Application

-requires using information.

-gives student practice in the transfer of their learning to other situations Some action verbs associated with the application level are apply, modify, dramatize, translate, demonstrate, and construct.

- Analysis

-requires examining specific parts of information to “see” the underlying ideas

-utilized before decisions are reached and problems are attacked Analyze, classify, distinguish, subdivide, separate, differentiate, examine, calculate, compare/contrast are verbs that could be used to express the analysis level of Bloom’s taxonomy.

- Synthesis

-requires doing something new and different with information

-involves the ability to put parts and elements together in a new form Students who combine, compose, design, organize, invent, develop, plan, or create are using synthesis level skills.

- Evaluation

-requires judging information using some criteria or standard Asking students to evaluate, recommend, summarize, debate, criticize, or judge challenges them to incorporate the evaluation level in their thinking process.

After the preparation of an activity is complete, teachers should look closely at the tasks assigned by reviewing the verbs (what the students are asked to do) to ensure that each level of Bloom’s Taxonomy has been addressed.