BLOOM'S TAXONOMY

of Educational Objectives Developed by Dr. Benjamin Bloom 1956

	Descriptors	
1. KNOWLEDGE Involves brining to mind appropriate material that requires little or no re-organization. It does not imply being able to understand or apply the information.	recall list cite locate label	quote name repeat recognize
2. COMPREHENSION It is the lowest level of understanding. Information can be reordered or rearranged. The ability to apply the information is not required.	explain identify choose define sort	paraphrase summarize itemize outline describe
3. APPLICATION Ability to use abstractions in specific and concrete situations; general ideas, rules of procedures, or generalization.	apply perform diagram verify operate	demonstrate map structure illustrate solve
4. ANALYSIS Ability to breakdown information into its elements or parts and be able to express it (whole to-parts).	compare/contrast analyze separate appraise simplify test	differentiate organize reconstruct question solve
5. SYNTHESIS It is the highest level of understanding – abstractly. It is the ability to put together elements or parts to from a whole when the whole is not known (parts-to-whole). It requires the processing or working with pieces, parts, elements, etc. and arranging them into a structure not clear before.	create design predict modify compose	generalize integrate formulate assemble organize
6. EVALUATION Ability to judge the value of materials and methods for a specified purpose – quantitatively and qualitatively.	judge asses measure collect describe praise assist	evaluate criticize defend isolate value react select

Basic

Describe
Identify

Intermediate

Describe
Identify

Mastery

limination of 'why' word
use
what, how, Tell me, explain, show

Bloom's Taxonomy *

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Competence	Skills Demonstrated
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what it?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom. B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green

Knowledge

Count
Define
Describe
Draw
Enumerate
Find
Identify
Label
List
Match
Name
Quote
Read
Recall
Recite
Record
Reproduce
Select
Sequence
State
Tell
View
Write

Comprehend

Classify
Cite
Conclude
Convert
Describe
Discuss
Estimate
Explain
Generalize
Give examples
Illustrate
Interpret
Locate
Make sense of
Paraphrase
Predict
Report
Restate
Review
Summarize
Trace
Understand

Apply

Act
Administer
Articulate
Assess
Change
Chart
Choose
Collect
Compute
Construct
Contribute
Control
Demonstrate
Determine
Develop
Discover
Dramatize
Draw
Establish
Extend
Imitate
Implement
Interview
Include
Inform
Instruct
Paint
Participate
Predict
Prepare
Produce
Provide
Relate
Report
Select
Show
Solve
Transfer
Use
Utilize

Analyze

Break down
Characterize
Classify
Compare
Contrast
Correlate
Debate
Deduce
Diagram
Differentiate
Discriminate
Distinguish
Examine
Focus
Illustrate
Infer
Limit
Outline
Point out
Prioritize
Recognize
Research
Relate
Separate
Subdivide

Synthesize

Adapt
Anticipate
Categorize
Collaborate
Combine
Communicate
Compare
Compile
Compose
Construct
Contrast
Create
Design
Intervene
Invent
Make up
Model
Modify
Negotiate
Organize
Perform
Plan
Pretend
Produce
Progress
Propose

Evaluate

Appraise
Argue
Assess
Choose
Compare & Contrast
Conclude
Criticize
Critique
Decide
Defend
Evaluate
Interpret
Judge
Justify
Predict
Prioritize
Prove
Rank
Rate
Reframe
Select
Support