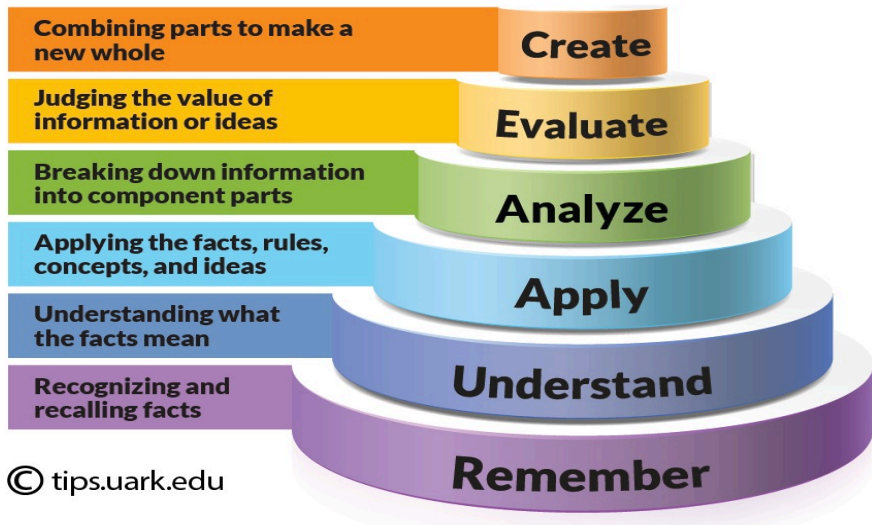


Bloom's Taxonomy

Overview of Bloom's Taxonomy:

- Bloom argued that our brain learns things in stages of organizing information.
- The table shown will help you better understand how you learn information in your classes.
- The stages outlined in the table are designed to build on each other as you continue to learn information.



Stages and Key Words

Remember. When we try to remember things, we are often asked to define, recognize, list, retrieve, name, locate, or find information. This can take place in quizzes, tests, worksheets, tests, workbooks, labeling diagrams, and reproducing the information that was just explained to you.

Understand. We are often asked to explain the information further. You might be asked to interpret, summarize, classify, and paraphrase information. This can take place in when you are asked to summarize, label a diagram and explain key terms, outlining information, and giving examples of information you remember.

Apply. Some key words in this stage may consist of implement, solve, collect, use, show, execute, and produce. In this stage you are asked to apply the information that you remember and understand to a familiar situation. You may present, demonstrate, solve, or illustrate your knowledge of information.

Analyze. When you are asked to apply information, you may find that you are being asked to compare and contrast, organize, integrate, construct, and deconstruct ideas. This may take place when you graph, report, chart, outline, and explain the criteria that certain ideas need to fulfill.

Evaluate. The key words to look for in this stage are check, hypothesize, experiment, critique, monitor, assess, and test. You could be asked to use this stage when you are debating, reporting, arguing, reaching a verdict, concluding your ideas, and speaking about how an idea manifested.

Create. Some key words for this stage are design, construct, plan, produce, invent, devise, and make. You may be asked to do in this class when you have creative projects that allow you to make something that is original and still presents the ideas you learned in the previous stages. For example, you may be asked to create a video, devise an action plan, or write a story.

References: Anderson Lorin and Krathwohl David. (2001). A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Educational Objectives; Longman, New York; Dalton and J. Smith (1986). Extending Children's Special Abilities-Strategies for Primary Classrooms; www.thewelledu.com.

Examples of Bloom's Taxonomy

Bloom's taxonomy will look different for every single class you take. Use the chart below and apply these examples to your own college experience.

Bloom's Stage	Key Words	History Course	Math Course	Biology Course
Remember Can I list and/or define the key terms?	Define, label, match, name, recall, recognize?	When was the fourth amendment ratified?	What is the difference quotient definition of the derivative?	What is DNA?
Understand Can I explain the reasoning behind the ideas/concepts?	Discuss, explain, generalize, give examples, restate, and summarize	What is the meaning of the fourth amendment?	What does the derivative represent with respect to the graph of the original function?	Explain the role of DNA in protein synthesis
Apply Can I apply this information to a new or different situation, problem, or context?	Apply, demonstrate, solve, predict, show, and use	What sorts of realities may have gone into drafting the fourth amendment?	Find the equation of the tangent line to the graph $f(x)=x^2$ at the point $(1, f(1))$	What would happen if a point mutation turned an amino acid codon into a stop codon
Analyze Can I distinguish processes, procedures or principles from seemingly identical processes, procedures, or principles?	Analyze, compare, contrast, break down, and outline	What are some commonalities between amendments 3,4, and 5?	What does each term in the difference - quotient definition explain graphically?	Why does it matter that DNA is antiparallel?
Evaluate Can I determine the best rationale, plan, solution, course of action, etc., given the information?	Argue, Assess, Persuade, Rate, Support, and Verify	Which amendment is most relevant to modern society?	Why is the derivative also said to represent the instantaneous rate of change compared to the slope of the line?	Develop an argument splicing insecticidal genes into the corn genome
Create Can I synthesize this information in an original way?				