

# Bloom's Taxonomy

A very very short reminder

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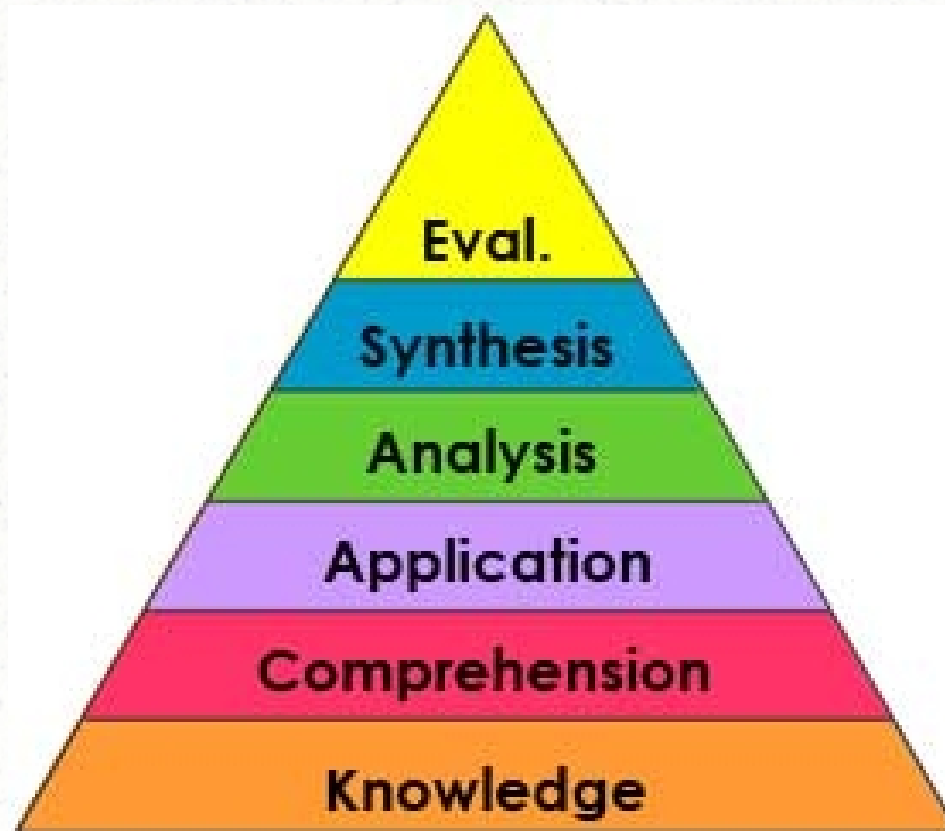
- An outline of Bloom's Taxonomy
- The categories, explanations, examples and keywords
- How and why might we use this tool?

# An outline of Bloom's Taxonomy

Benjamin Bloom, an American Educational Psychologist, lead a team which categorised and created hierarchies of intellectual skills and abilities, in '*Taxonomy of Educational Objectives: The Classification of Educational Goals*' published in 1956

Bloom and his team identified six levels in the hierarchy of cognitive skills, working from lower to higher order thinking skills

# The Taxonomy



# Knowledge – memorisation, recognition and recall of facts

*Show memory of previously learned material by recalling facts, terms, basic concepts and answers to questions*

- Recite a poem
- Quote your prices from memory
- Name an artist
- Write a definition

**define – describe – identify – know – label – list –  
match – name – outline – recall – reproduce - -  
state**

# Comprehension – understanding what the facts mean

*Demonstrate understanding of facts and ideas by organising, comparing, translation, interpreting, giving descriptions and stating main ideas*

- Explain in your own words the steps needed to perform a complex task
- Estimate the rough answer to a multiplication question
- Give another example of an artist who works like this

**comprehend – convert – estimate – explain –  
extend – generalise – infer – interpret – predict –  
rewrite - summarise**

# Application – correct use of the facts, rules or ideas

*Use new knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in different ways.*

- Use a protractor to determine angles in a three dimensional shape
- Predict what will happen to a lit candle if you put it in a sealed jar
- Using the job description, plan questions to ask a candidate in a job interview

**apply – choose – construct – develop – make use of – organise – plan – solve – model – experiment with**

# Analysis – breaking down information into its component parts

*Examining information and breaking it down – making inferences – finding evidence to support points*

- Troubleshoot a software program using logical deduction
- Identify and explain mistakes in reasoning in an argument
- Compare and contrast the uses of metaphor in two short stories

**analyse – deconstruct – compare and contrasts –  
identify – infer – select - deduct**



# **Synthesis – combining facts, ideas or information to make a new whole**

*Using the results of analysis to build new ideas, processes or texts from a number of different elements.*

- Write a guide to using a new piece of hardware or software
- Design a storyboard for the opening a new Sci-Fi film using your analysis of existing films
- Create a new recipe for a healthy snack suitable for people with diabetes.

**Combine – compile – create – design – generate –  
modify – plan – reconstruct – revise**

# Evaluation – judging or forming an opinion about the information

*Justifying your decisions and choices. Evidencing your learning. Considering the processes you went through.*

- Explain and justify your final budget
- Identify how your finished creative piece draws upon your earlier pieces of textual analysis
- Hypothesise the effect of different decisions at key points in the process

**appraise – conclude – defend – evaluate –  
interpret – justify - support**

## How and why might we use this tool?

- In long term planning – to ensure that courses and units include work that moves to higher level tasks
- In medium term planning – to ensure that schemes of work give students the opportunity to move to higher level tasks
- In short term planning – to ensure that we are equipped for lessons with questions and resources that move students through the hierarchy to higher level skills
- A mild generalisation – mark schemes are built around Bloom's Taxonomy. If our students are going to achieve at the top end of formal external assessment they need to be taught to develop higher order thinking skills.