

What Is Bloom's Taxonomy?

Bloom's Taxonomy is a classification system that arranges learning objectives into six hierarchical levels, each representing a different cognitive skill.

These levels, from lower-order to higher-order thinking, include knowledge (recall of information), comprehension (understanding concepts), application (applying knowledge in different contexts), analysis (breaking down information), synthesis (creating new ideas or solutions), and evaluation (judging and critiquing based on established criteria).

6 Level of Bloom's Taxonomy

1. Remember

- Foundation of Bloom's Taxonomy.
- Recalling and retrieving knowledge from memory.
- Involves memorization and simple fact recall.

Some questions instructors can ask learners at this level are:

Can you name our company's five top product offerings?
What application do we use to monitor progress?
What are our organization's core values?

2. Understand

- Comprehending and synthesizing information.
- Involves interpretation, classification, and explanation.
- Summarizing and explaining information.

Learners at the Understand level might be asked:

Explain why it is important to file an incident report.
How might you interpret the results in this report?
How would you explain this policy to a customer?

3. Apply

- Applying knowledge to real-life situations.
- Solving problems and completing tasks.
- Demonstrating understanding in practical scenarios.

Questions instructors can ask at this level are:

How would you update the status of this project in our system?
Can you walk us through the process of creating a ticket for this issue?
Can you determine how much a client owes on their contract given these account details?

4. Analyze

- Breaking down material into components.
- Identifying relationships and patterns.
- Conceptualizing information as a whole.

Learners reaching the Analyze level should be able to answer questions like these:

What is the motivation behind this policy?
What conclusions can you draw from comparing these annual reports?
What assumptions do we have to make when creating a care plan for this client?

5. Evaluate

- Assessing and critiquing information and ideas.
- Making judgments and defending them.
- Evaluating the value and validity of information.

Some questions instructors can ask learners at the Evaluate level are:

What criteria can you use to evaluate the success of this type of project?
Can you find the error in this example response to a frustrated customer?
What are the pros and cons of these different approaches?

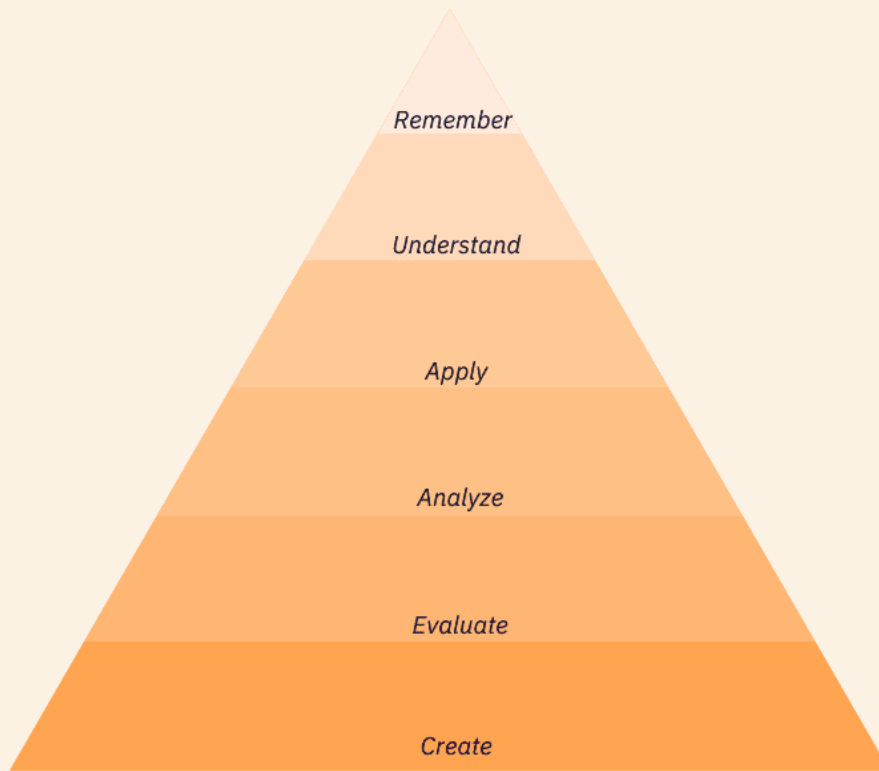
6. Create

- Synthesizing existing knowledge to generate new ideas.
- Higher-order thinking and creativity.
- Designing, planning, and proposing new concepts.

Questions instructors might ask learners at this level are:

Can you design an ad campaign for this hypothetical client?
How would you create a plan for this type of emergency?
What changes would you make to this example contract?

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Blooms Taxonomy Verbs

Remember	Understand	Apply	Analyze	Evaluate	Create
Commemorate	Associate	Adapt	Audit	Appraise	Arrange
Define	Characterize	Administer	Break down	Assess	Build
Describe	Visualize	Assign	Characterize	Calculate	Categorize
Identify	Classify	Calculate	Compare	Compare	Compose
Label	Compare	Classify	Diagnose	Critique	Develop
List	Conceive	Complete	Distinguish	Determine	Devise
Match	Describe	Demonstrate	Explain	Estimate	Establish
Outline	Discern	Determine	Explore	Gauge	Formate
Recall	Discuss	Employ	Figure out	Interpret	Generate
Recollect	Distinguish	Implement	Identify	Predict	Integrate
Recognize	Explain	Investigate	Inspect	Rank	Model
Remind	Explore	Plot	Investigate	Rate	Prescribe

Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieve	Figure out	Process	Scrutinize	Summarize	Produce
Write	Identify	Show	Relate	Take measure	Reconstruct
		Solve	Study	Validate	Rewrite
		Transcribe			Summarize