

Bloom's Taxonomy

DEFINITIONS	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
	(Knowledge) The learner must be able to recall information, such as dates, events, places, ideas, definitions, formulas, theories, etc.	The learner must be able to grasp the meaning of the information, express it in his or her own words, and/or cite examples.	The learner must be able to use or apply knowledge or skills to new situations. The learner must be able to use information and knowledge to solve a problem, answer a question, or perform another task.	The learner must be able to break down knowledge into parts, and show and explain the relationships among the parts.	The learner must be able to judge or assess the value of material and methods for a given purpose.	(Synthesis) The learner must be able to pull together parts of knowledge to form a new whole and build relationships for new situations.
VERBS	Arrange, Define, Describe, Draw, Duplicate, Identify, Indicate, Label, List, Locate, Match, Name, Outline, Pick, Point, Pronounce, Quote, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Retrieve, Say, Select, State, Tell, Underline	Articulate, Characterize, Compute, Communicate, Confirm, Contrast, Convert, Defend, Differentiate, Equate, Estimate, Explain, Express, Extend, Extrapolate, Generalize, Give Examples, Group, Instantiate, Liken, Map, Order, Paraphrase, Predict, Reorder, Rephrase, Represent, Restate, Retell, Rewrite, Sort, Substitute, Tell, Trace, Translate	Adapt, Add, Allocate, Alter, Apply, Calculate, Change, Choose, Complete, Compute, Conduct, Coordinate, Delineate, Demonstrate, Determine, Develop, Direct, Discover, Divide, Dramatize, Draw, Employ, Examine, Exhibit, Formulate, Gather, Graph, Make, Manipulate, Model, Multiply, Operate, Perform, Practice, Present, Provide, Recount, Report, Respond, Schedule, Show, Sketch, Subtract, Use	Analyze, Appraise, Associate, Break Down, Catalog, Chart, Classify, Compare, Correlate, Criticize, Discern, Deduce, Designate, Diagram, Discriminate, Dissect, Distinguish, Edit, Elect, Establish, Experiment, Explain, Expound, Illustrate, Inspect, Inventory, Isolate, Parse, Profile, Question, Refute, Segment, Separate, Subdivide, Summarize, Survey, Test, Utilize	Argue, Appraise, Assess, Attack, Champion, Compare and Contrast, Conclude, Critique, Debate, Decide, Deduce, Diagnose, Dispute, Evaluate, Forecast, Improve, Influence, Interpret, Judge, Justify, Measure, Prioritize, Prove, Rank, Rate, Recommend, Resolve, Revise, Score, Select, Solve, Support, Value, Verify, Weigh	Assemble, Assimilate, Build, Categorize, Collect, Combine, Compile, Compose, Condense, Construct, Create, Design, Derive, Detail, Devise, Elaborate, Execute, Expand, Generate, Glean, Guide, Form, Frame, Hypothesize, Incorporate, Integrate, Invent, Manage, Modify, Originate, Organize, Plan, Portray, Prepare, Prescribe, Produce, Propose, Publish, Reconstruct, Refine, Reorganize, Simplify, Synthesize, Theorize, Transform, Write



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OBJECTIVES

REMEMBERING

- Correctly label the parts of the human cell.
- Name the levels in Bloom's Taxonomy starting with the lowest level.
- Identify the elements in an effective lesson plan starting at the beginning.

UNDERSTANDING

- Describe what the function of the cell membrane is.
- Provide an example of a student product at the Bloom's Taxonomy level "Creating."
- Defend your chosen elements of an effective lesson plan.

APPLYING

- Based on your understanding of human cells, label similar parts of a plant cell.
- Demonstrate cell division using manipulatives.
- Choose an element from your lesson plan and describe the activities that it would consist of.

ANALYZING

- Compare and contrast the differences between three positions or movements in ballet and jazz.
- Examine a given grocery receipt and distinguish the relationship between the cost of healthy foods and the cost of unhealthy foods purchased.
- Differentiate between inductive and deductive teaching.

EVALUATING

- When given a list, assess and justify which brand of shoes is best for ballet.
- Rank a given list of produce according to their levels of folic acid and availability as fresh, not frozen, in your local market.
- Given a specific lesson topic, explain whether you would use inductive and deductive teaching.

CREATING

- Create a dance outfit that reflects the tone of a given musical selection.
- Design a healthy, five-day meal plan to increase the intake of iron and potassium while maintaining a low fat intake.
- Write a blog detailing the beliefs and expectations you had going into student teaching and the realities or challenges you experience as a source of advice for future education students.

SAMPLES

- Fact charts and graphs
- Oral recitation
- Research report
- Replications

- Drawings and sketches of procedures
- Oral presentation
- Defending personal position or view
- Paraphrase

- Models and role playing
- Written material in final form
- Presentations using technology
- Interviewing others

- Charts and Graphs
- Sequencing story board/map
- Survey and report
- Outline from a paragraph of text

- Tables and Diagrams
- Justified debate speech
- Recommendation article/letter
- Abstract or reflection

- Programs or Podcasts
- Inventions or artistic media
- Blog/ Portfolio
- Plan of action or recipe

