

Bloom's Taxonomy in 1956 and the revised taxonomy.

Examples of using Bloom's when writing learning targets/goals:

Remembering:

I can recognize transition words used in persuasive literature.

Understanding:

I can compare and contrast the life of the Anishinabe in the 19th century to the 21st century.

Applying:

I can show that two triangles are congruent using a paragraph proof.

Analyzing:

I can deconstruct molecules of organic and inorganic matter.

Evaluating:

I can judge a piece of art based on common principles of the form.

Creating:

I can devise new methods to minimize the effects of greenhouse gases on the Earth's climate.

BLOOM'S TAXONOMY REVISED

| Actions | | Products | | |
|--|--|--|---|---|
| Designing Constructing Planning Producing | Inventing Devising Making | Film Story Project Plan Painting | New Game Song Media Product Advertisement | Creating Generate new ideas, products, or ways of viewing things |
| Checking Hypothesizing Critiquing Experimenting | Judging Testing Detecting Monitoring | Debate Panel Report Evaluation Speech | Investigation Verdict Conclusion Persuasive | Evaluating Justifying a decision or course of action |
| Comparing Organizing Deconstructing Attributing | Outlining Structuring Integrating Separate | Survey Database Mobile Abstract Report | Graph Spreadsheet Checklist Chart Outline | Analyzing Breaking information into parts to explore understandings and relationships |
| Implementing Solving Carrying Out Collecting | Using Showing Executing Producing | Illustration Simulation Sculpture Demonstration Presentation | Interview Performance Diary Journal | Applying Using information in another familiar situation |
| Interpreting Exemplifying Summarizing Inferring | Classifying Comparing Explaining Paraphrasing | Recitation Summary Collection Explanation Show and Tell | Example Quiz List Label Outline | Understanding Explaining ideas or concepts |
| Recognizing Listing Describing Identifying | Retrieving Naming Locating Finding | Quiz Definition Fact Worksheet Test | Label List Workbook Reproduction | Remembering Recall or recognition of specific information |

Higher Order Thinking Skills

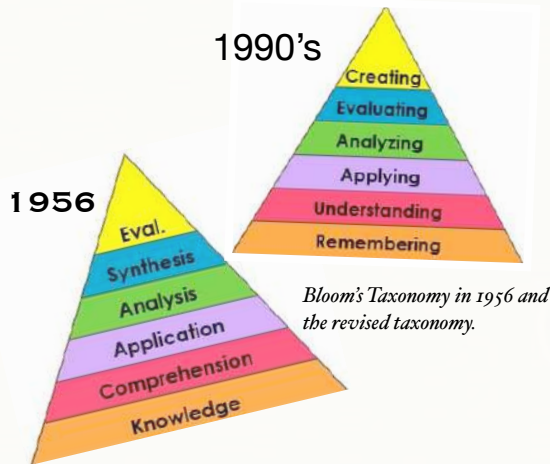
Active/Passive Learning and Bloom's Taxonomy

| Can be achieved through Active or Passive Learning | | Can only be achieved through Active Learning | | | |
|---|--|--|---|---|--|
| Knowing | Understanding | Applying | Analyzing | Synthesizing | Evaluating |
| define repeat record list recall name relate underline | translate restate discuss describe recognize explain express identify locate report review | interpret apply use demonstrate dramatize practice illustrate operate schedule sketch | distinguish analyze differentiate calculate experiment compare contrast criticize inspect debate question solve examine categorize | compose plan propose design formulate assemble construct create organize manage prepare | judge evaluate rate compare revise assess estimate |

Active Learning: The Approach to Learning Well! <https://www.youtube.com/watch?v=dwxmPrBdlcQ>

BLOOM'S 1956 TAXONOMY

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning.
<http://www.ilcc.edu/celt/FacultyDevelopment/Handouts/tabid/3938/Default.aspx>



Bloom's Taxonomy and the revision by Lorin Anderson (a former student of Bloom's) addresses the cognitive domain of learning. The value of this work, in part, lies in writing learning goals, objectives or targets that address what it is the student will be able to do. Using the appropriate verb in a learning target clarifies the order of thinking the student is expected to obtain. Additionally, certain products are better associated with each category.

