

Bloom's Taxonomy of Thinking Skills

Category	Knowledge Information Gathering	Comprehension Confirming	Application Making Use of Knowledge	Analysis (Higher Order) Taking Apart	Synthesis (Higher Order) Putting Together	Evaluation (Higher Order) Judging the Outcome
Description The skills demonstrated at this level are those of:	<ul style="list-style-type: none"> • observation and recall of information; • knowledge of dates, events, places; • knowledge of major ideas; • mastery of subject matter 	<ul style="list-style-type: none"> • understanding information; • grasping meaning; • translating knowledge into new context; • interpreting facts, comparing, contrasting; • ordering, grouping, inferring causes; • predicting consequences. 	<ul style="list-style-type: none"> • using information; • using methods, concepts, theories in new situations; • solving problems using required skills or knowledge 	<ul style="list-style-type: none"> • seeing patterns; • organization of parts; • recognition of hidden meanings; • identification of components. 	<ul style="list-style-type: none"> • using old ideas to create new ones; • generalizing from given facts; • relating knowledge from several areas; • predicting, drawing conclusions. 	<ul style="list-style-type: none"> • comparing and discriminating between ideas; • assessing value of theories, presentations; • making choices based on reasoned argument; • verifying value of evidence; • recognizing subjectivity
What the Student Does	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Student translates, comprehends, or interprets information based on prior learning.	Student selects, transfers, and uses data and principles to complete a problem or task.	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Student appraises, assesses, or critiques on a basis of specific standards and criteria.
Sample Trigger Words	<ul style="list-style-type: none"> • define • list • label • name • identify • repeat • who • what • when • where • tell • describe • collect • examine • tabulate • quote 	<ul style="list-style-type: none"> • predict • associate • estimate • differentiate • extend • summarize • describe • interpret • discuss • extend • contrast • distinguish • discuss • explain • paraphrase • illustrate • compare 	<ul style="list-style-type: none"> • apply • demonstrate • complete • illustrate • show • examine • modify • relate • change • classify • experiment • discover • use • compute • solve • construct • calculate 	<ul style="list-style-type: none"> • separate • order • explain • connect • divide • compare • select • explain, • infer • arrange • classify • analyze • categorize • compare • contrast • separate 	<ul style="list-style-type: none"> • combine • integrate • rearrange • substitute • plan • create • design • invent • what it? • Prepare • generalize • compose • modify • create • design • hypothesize • invent • develop • formulate • rewrite 	<ul style="list-style-type: none"> • decide • grade • test • measure • plan • judge • explain • compare • summarize • assess • judge • recommend • critique • justify • discriminate • support • convince • conclude • select • rank • predict • argue
Sample Task(s)	Name the food groups and at least two items of food in each group Make an acrostic poem out healthy food	Write a simple menu for breakfast, lunch or dinner using the food guide chart.	What would you ask shoppers in a supermarket if you were doing a survey of what food they eat? (10 questions)	Prepare a report about what the people in this class eat for break fast	Create a song and dance to sell bananas.	Make a booklet about 10 important eating habits that would be suitable for the whole school to follow in order to eat correctly