Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing and classifying levels of intellectual learning that occur in educational settings. The six levels of Bloom’s taxonomy, from lowest to highest, are: remember, understand, apply, analyze, evaluate, and create.

<table>
<thead>
<tr>
<th>Remember</th>
<th>Recall of information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills demonstrated:</strong></td>
<td><strong>Question Cues or action verbs:</strong></td>
</tr>
<tr>
<td>• observation and recall of information</td>
<td>Cite, collect, count, define, describe, examine, identify, label, list, match, name, outline, quote, read, recall, recite, recognize, record, remember, repeat, reproduce, select, show, state, tabulate, tell, trace, underline, when, where, who, write…</td>
</tr>
<tr>
<td>• knowledge of dates, events, places</td>
<td></td>
</tr>
<tr>
<td>• knowledge of major ideas</td>
<td></td>
</tr>
<tr>
<td>• mastery of subject matter</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand</th>
<th>Interpret information in one’s own words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills demonstrated:</strong></td>
<td><strong>Question Cues or action verbs:</strong></td>
</tr>
<tr>
<td>• understanding information</td>
<td>Associate, classify, compute, contrast, convert, defend, describe, differentiate, discuss, distinguish, estimate, explain, explain, express, extend, generalize, give examples, illustrate, interpret, locate, paraphrase, predict, report, rewrite, summarize, translate…</td>
</tr>
<tr>
<td>• grasp meaning</td>
<td></td>
</tr>
<tr>
<td>• translate knowledge into new context</td>
<td></td>
</tr>
<tr>
<td>• interpret facts, compare, contrast</td>
<td></td>
</tr>
<tr>
<td>• order, group, infer causes</td>
<td></td>
</tr>
<tr>
<td>• predict consequences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply</th>
<th>Use learned material in a new and concrete situations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills demonstrated:</strong></td>
<td><strong>Question Cues or action verbs:</strong></td>
</tr>
<tr>
<td>• use information</td>
<td>Add, apply, calculate, change, choose, classify, complete, compute, construct, demonstrate, discover, determine, dramatize, divide, examine, experiment, find, graph, Interpolate, interpret, illustrate, manipulate, modify, operate, practice, perform, prepare, produce, report, restructure, relate, schedule, show, sketch, solve, subtract, translate, use…</td>
</tr>
<tr>
<td>• use methods, concepts, theories in new situations</td>
<td></td>
</tr>
<tr>
<td>• solve problems using required skills or knowledge</td>
<td></td>
</tr>
</tbody>
</table>
## Analyze

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood

**Skills demonstrated:**
- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components

**Question Cues or action verbs:**
- analyze
- arrange
- breakdown
- categorize
- classify
- combine
- compare
- conclude
- connect
- criticize
- debate
- detect
- determine
- develop
- diagram
- differentiate
- discriminate
- divide
- explain
- illustrate
- infer
- inspect
- order
- point out
- question
- relate
- select
- separate
- subdivide
- support
- utilize...

## Evaluate

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose

**Skills demonstrated:**
- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity

**Question Cues or action verbs:**
- Appraise
- assess
- choose
- compare
- conclude
- contrast
- convince
- critique
- decide
- defend
- determine
- discriminate
- evaluate
- explain
- grade
- judge
- justify
- measure
- rank
- rate
- recommend
- revise
- score
- standardize
- select
- summarize
- support
- test
- validate...

## Create

Bring together parts of knowledge to form a whole and build relationships for new situations

**Skills demonstrated:**
- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions

**Question Cues or action verbs:**
- Arrange
- assemble
- categorize
- combine
- compile
- compose
- collect
- create
- construct
- derive
- design
- devise
- formulate
- generalize
- generate
- group
- integrate
- invent
- manage
- modify
- order
- organize
- plan
- prepare
- prescribe
- propose
- rearrange
- reconstruct
- relate
- reorganize
- revise
- rewrite
- specify
- substitute
- summarize
- synthesize
- transform...