# Bloom's Taxonomy for Assessment

LOW LEVEL THINKING SKILLS -

## Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts. terms, basic concepts and answers.

# Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

# Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposina alternative solutions.

## **Evaluation**

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of crite-

### (ev words:

Choose Observe Show Copy Omit Spell Define Quote State Duplicate Tell Read Find Recall Trace How What Recite Identify Recognise When Label Record Where List Relate Which Listen Who Remember Locate Repeat Why Match Reproduce Write Memorise Retell Name Select

### Key words:

Extend Outline Cite Generalise Predict Classify Give exam-Purpose Relate Compare Contrast Illustrate Rephrase Demon illustrate Report strate Indicate Restate Discuss Infer Review Estimate Interpret Show Explain Match Summarise Express Observe Translate

# Key words:

Practice Volama Administer Experiment Relate Apply with Represent Associate Group Select Build dentify Show Calculate Illustrate Simulate Categorise Interpret Solve Choose Interview Summaris Classify Link Teach Make use of Connect Transfer Construct Manipulate Translate Correlation Model Demonstrate Organise Develop Perform Dramatise Plan

### Kev words:

Analyse Prioritize Examine Appraise Find Question Arrange Focus Rank Assumptio Function Reason Group Breakdown Relation Highlight ships Categorise Cause and In-depth Reorganis discussion effect Research Choose Inference See Classify Select Inspect Differences Investigate Separate Similar to Discover Discriminate List Simplify Dissect Motive Survey Distinction Omit Take part Distinguish Order Test for Divide Organise Theme Establish Point out Comparing

### (ev words:

- HIGH LEVEL THINKING SKILLS

Adapt Estimate Plan Add to Experiment Predict Build Extend Produce Change Formulate Propose Choose Reframe Happen Combine Hypothesise Revise Compile Imagine Rewrite Compose Improve Simplify Construct Innovate Solve Speculate Convert Integrate Create Invent Substitute Make up Delete Design Maximise Tabulate Minimise Develop Test Devise Model Theorise Modify Discover Think Discuss Original Transform Flaborate Originate Visualise

# Key words:

Measure Agree Disprove Appraise Dispute Opinion Argue Effective Perceive Assess Estimate Persuade Award Evaluate Prioritise Bad Explain Prove Choose Give reasons Rate Compare Good Recommend Conclude Grade Rule on Consider How do we Select Convince know? Support Criteria Test Criticise Infer Useful Debate Influence Validate Decide Interpret Value Deduct Judge Why Defend Justify Determine Mark

Describing Finding Identifying Listing Locating Naming Recognising Retrieving

# Outcomes:

Definition Fact Label List Quiz Reproduction Test Workhook Worksheet

# Actions:

Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising

# **Outcomes:**

Collection Examples Explanation Label List Outline Show and tell Summary

# Actions:

Carrying out Demonstration Executing Implementing Illustrations Using Interview Journal Performance Presentation Sculpture

# **Outcomes:**

Simulation

# Actions:

Attributing Deconstructing Integrating Organising Outlining Structuring

# Outcomes:

Abstract Chart Checklist Database Granh Mobile Report Spread sheet Survey

Constructing Designing Devising Inventing Making Planning Producing

Advertisement Media product New game Painting Plan Project Song Story

actions: Attributing Checking Deconstructing Integrating Organising Outlining Structuring

### Outcomes:

Abstract Chart Checklist Database Granh Mobile Report Spread sheet

Survey

Why did ...?

Can you list three ...? Can you recall ...? Can you select ...? happen? How did How is ? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did happen? Where is ? Which one ...? Who was ...? Who were the main . . . ?

## Questions:

Can you explain what is happening . . . what How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?

## Questions:

How would you use ...? What examples can you find to ...? How would you solve using what you have learned ...? How would you organise How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...?

What questions would you ask in an inter-

view with ...?

## Questions:

What are the parts or features of ...? related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?

What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise) ? What way would you design ...? Suppose you could you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile...? Can you construct a model that would change ...? Can you think of an original way for the ...?

## Questions:

Do you agree with the actions/outcomes...? What is your opinion of ...? How would you prove/disprove...? Can you assess the value/importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions...? How would you evaluate ...? How could you determine ? What choice would you have made ...? What would you select ...? How would you prioritise ...? What judgement would you make about ...? Based on what you know, how would you explain...? What information would you use to support the view ? How would you justify ...? What data was used to make the conclusion...?

# **Bloom's Taxonomy: Teacher Planning Kit**