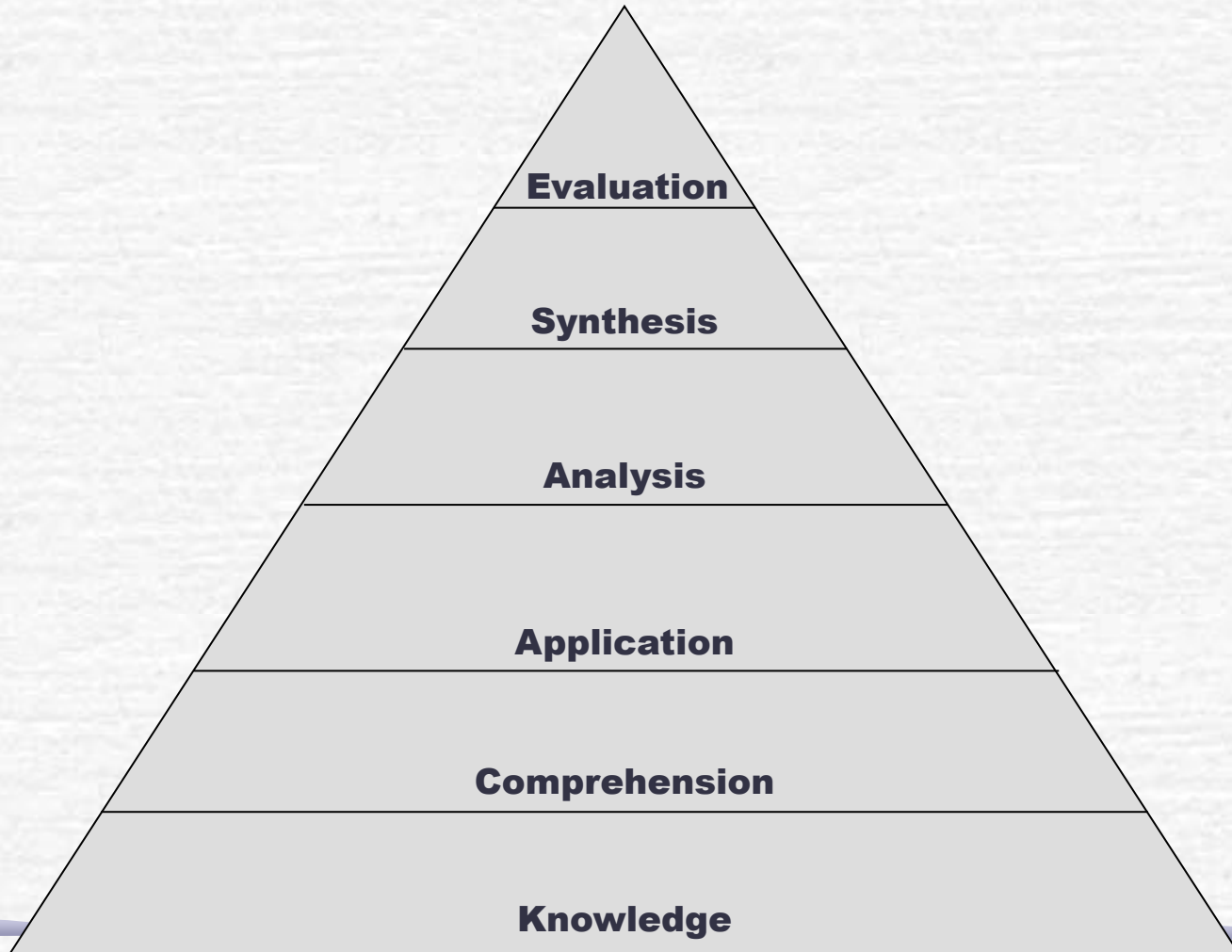# Bloom's Taxonomy

A Focus on Higher Level Thinking Skills

Background

In 1956, Benjamin Bloom, a professor at the University of Chicago, shared his famous "Taxonomy of Educational Objectives".

Bloom identified six levels of cognitive complexity that have been used over the past four decades to make sure that instruction stimulates and develops students' higher-order thinking skills.

Higher-Level Thinking Skills

Knowledge

Recall or recognition of information.

- define
- classify
- describe
- locate
- outline
- give examples
- distinguish opinion from fact

- list
- name
- identify
- show
- define
- recognize
- recall
- match

Comprehension

The ability to understand, translate, paraphrase, interpret or extrapolate material. (Predict outcome and effects).

- summarize
- explain
- interpret
- describe
- compare
- convert
- distinguish
- estimate

- paraphrase
- differentiate
- demonstrate
- visualize
- restate
- rewrite
- give examples

Application

The capacity to use information and transfer knowledge from one setting to another. (Use learned material in a new situation).

- solve
- illustrate
- calculate
- interpret
- manipulate
- predict
- show

- apply
- classify
- modify
- put into practice
- demonstrate
- compute
- operate

Analysis

Identifying detail and having the ability to discover and differentiate the component parts of a situation or information.

- analyze
- organize
- deduce
- choose
- diagram
- discriminate

- contrast
- compare
- distinguish
- categorize
- outline
- relate

Synthesis

The ability to combine parts to create the big picture.

- design
- hypothesize
- support
- write
- report
- combine
- comply
- develop

- discuss
- plan
- compare
- create
- construct
- rearrange
- compose
- organize

Evaluation

The ability to judge the value or use of information using appropriate criteria. (Support judgment with reason).

- evaluate
- choose
- estimate
- judge
- defend
- appraise

- criticize
- justify
- debate
- support your reason
- conclude
- assess
- rate