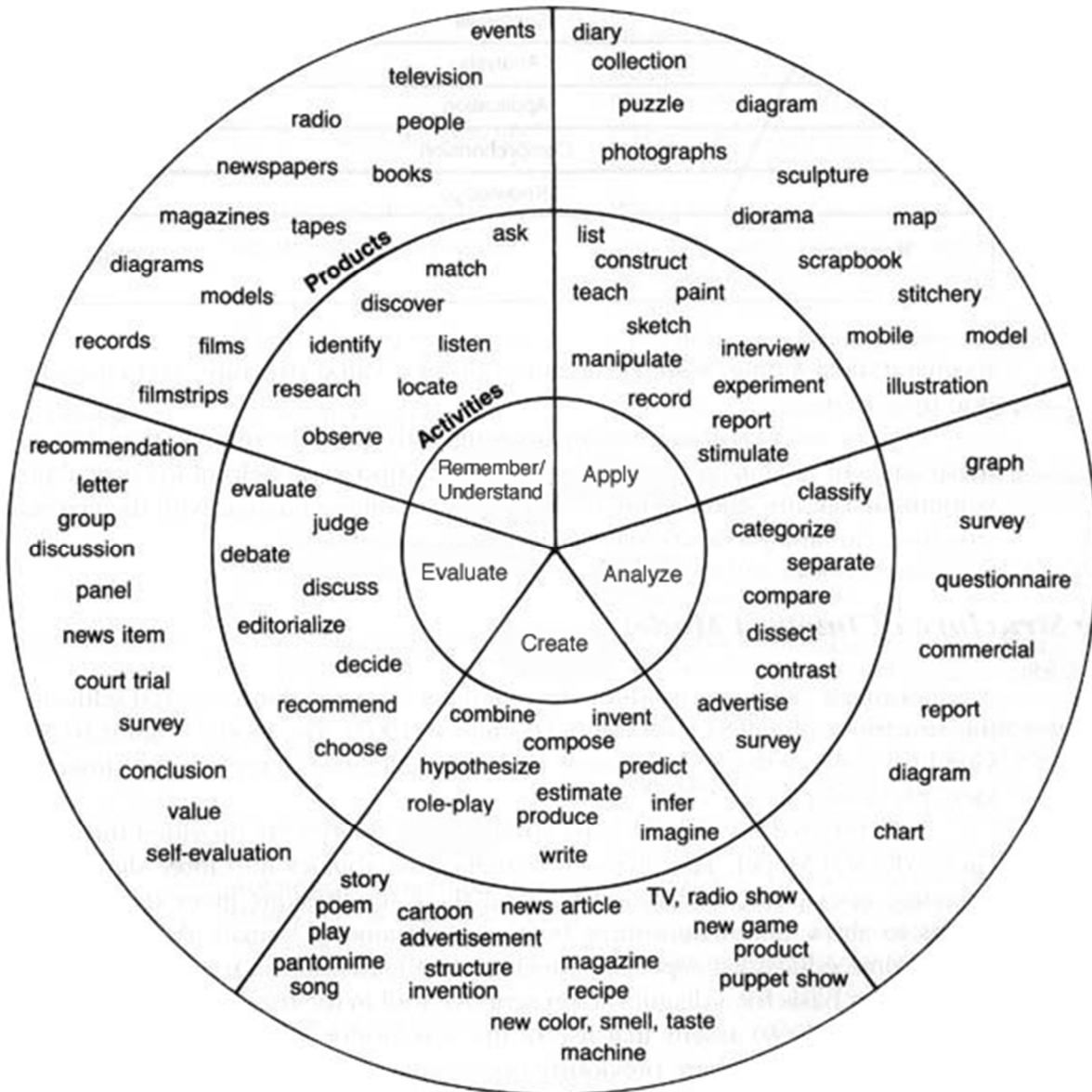
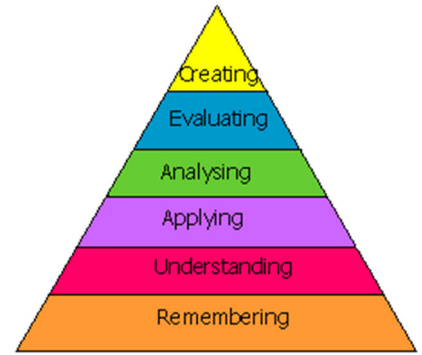


BLOOM'S REVISED TAXONOMY

Anderson and Krathwohl's Taxonomy 2000



Based on: Clark, B. (2002). Growing up gifted: Developing the potential of children at home and at school. Upper Saddle River, NJ: Merrill Prentice Hall.

LEVELS OF ASSESSING

REMEMBERING – Can the student recall or remember the information?

- ❖ observation and recall of information
- ❖ knowledge of dates, events, places
- ❖ knowledge of major ideas
- ❖ mastery of subject matter

Question Cues:

arrange, define, describe, duplicate, list, match, memorize, name, order, quote, recognise, recall, repeat, reproduce, state

Generic Remembering Activities:

- Make a list of the main events.
- Make a timeline of events.
- Make a facts chart.
- Write a list of any pieces of information you can remember.
- List all the.... in the story.
- Make a chart showing...
- Make an acrostic.
- Recite a poem.

UNDERSTANDING – Can the student explain ideas or concepts?

- ❖ understanding information
- ❖ grasp meaning
- ❖ translate knowledge into new context
- ❖ interpret facts, compare, contrast
- ❖ order, group, infer causes
- ❖ predict consequences

Question Cues:

characterise, classify, complete, describe, discuss, establish, explain, express, identify, illustrate, locate, recognize, report, relate, select, sort, translate, paraphrase

Generic Understanding Activities:

- Cut out or draw pictures to show a particular event.
- Illustrate what you think the main idea was.
- Make a cartoon strip showing the sequence of events.
- Write and perform a play based on the story.
- Retell the story in your words.
- Paint a picture of some aspect you like.
- Write a summary report of an event.
- Prepare a flow chart to illustrate the sequence of events.
- Make a colouring book.

APPLYING – Can the student use the information in a new way?

- ❖ use information
- ❖ use methods, concepts, theories in new situations
- ❖ solve problems using required skills or knowledge

Questions Cues:

apply, calculate, choose, demonstrate, dramatize, employ, implement, illustrate, interpret, operate, perform, practise, role play, schedule, sketch, solve, suggest, use, write.

Generic Applying Activities:

- Construct a model to demonstrate how it will work.
- Make a diorama to illustrate an important event.
- Make a scrapbook about the area of study.
- Make a paper-mache map to include relevant information about an event.
- Take a collection of photographs to demonstrate a particular point.
- Make up a puzzle game using the ideas from the study area.
- Make a clay model of an item in the material.
- Dress a doll in the way they dressed in those days.
- Write a textbook about... for others.

ANALYSING – Can the student distinguish between the different parts?

- ❖ seeing patterns
- ❖ organization of parts
- ❖ recognition of hidden meanings
- ❖ identification of components

Question Cues:

analyse, appraise, categorise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, explore, investigate, question, research, test.

Generic Analysing Activities:

- Design a questionnaire to gather information.
- Write a commercial to sell a new product.
- Conduct an investigation to produce information to support a view.
- Make a flow chart to show the critical stages.
- Construct a graph to illustrate selected information.
- Make a jigsaw puzzle.
- Make a family tree showing relationships.
- Put on a play about the study area.
- Write a biography of the study person.
- Prepare a report about the area of study.
- Arrange a party. Make all the arrangements and record the steps needed.
- Review a work of art in terms of form, colour and texture.

EVALUATING – Can the student justify a stand or decision?

assess value of theories, presentations
make choices based on reasoned argument
verify value of evidence
recognize subjectivity

Question Cues

appraise, argue, assess, critique, defend, evaluate, examine, grade, inspect, judge, justify, rank, rate, review, select, support, value, evaluate, compare and discriminate between ideas

Generic Evaluating Activities:

- Prepare a list of criteria to judge a ... show. Indicate priority and ratings.
- Conduct a debate about an issue of special interest.
- Make a booklet about 5 rules you see as important. Convince others.
- Form a panel to discuss views, eg "Learning at School."
- Write a letter to ... advising on changes needed at...
- Write a half yearly report.
- Prepare a case to present your view about...

CREATING – Can the student create new product or point of view?

Question Cues

assemble, combine, compose, construct, create, design, develop, devise, formulate, hypothesise, integrate, merge, organise, plane, propose, synthesise, unite, write.

Generic Creating Activities:

- Invent a machine to do a specific task.
- Design a building to house your study.
- Create a new product. Give it a name and plan a marketing campaign.
- Write about your feelings in relation to...
- Write a TV show, play, puppet show, role play, song or pantomime about...?
- Design a record, book, or magazine cover for...?
- Sell an idea.
- Devise a way to...
- Compose a rhythm or put new words to a known melody.

http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy#end

<http://mrkash.com/blooms.html>