

Bloom's Taxonomy

Bloom's Taxonomy defines the learning process by separating actions into distinct domains and categories. The cognitive domain, which is the category that emphasizes intellectual learning, is divided into six distinct categories. Knowing the keywords and the question cues associated with each category can help you study better.

Level 1: Knowledge

Exhibiting previously learned material by recalling facts, terms, basic concepts and answers.

- *Key Words:* who, what, why, when, where, which, choose, find, how, define, label, show, spell, list, match, name relate, tell call, select
- *Questions:* Who/what/when/where/why/how is . . . ? Who/what/when/where/why/how did _____ happen? How would you explain . . . ? How would you describe . . . ? Can you list . . . ?

Level 2: Comprehension

Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

- *Key Words:* compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, rephrase, translate, summarize, show, classify
- *Questions:* How would you classify . . . ? What facts or ideas show . . . ? What is the main idea of . . . ? Which is the best answer . . . ? How would you summarize . . . ?

Level 3: Application

Applying acquired knowledge, facts, techniques, and rules in a different way.

- *Key Words:* apply, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
- *Questions:* How would you use . . . ? What examples can you find to . . . ? How would you organize _____ to show . . . ? What would result if . . . ? What facts would you select to show . . . ?

Level 4: Analysis

Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

- *Key Words:* analyze, classify, compare, contrast, discover, dissect, divide, examine, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference
- *Questions:* How is _____ related to . . . ? Why do you think . . . ? What is the theme . . . ? What motive is there . . . ? What inference can you make . . . ? What conclusions can you draw . . . ? How would you classify . . . ? How would you categorize . . . ?

Level 5: Synthesis

Compiling information together in a new pattern or proposing alternative solutions.

- *Key Words:* combine, compile, compose, design, develop, estimate, formulate, imagine, invent, plan, predict, solve, suppose, discuss, modify, improve, adapt, minimize, maximize, theorize, elaborate, test
- *Questions:* 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 test . . . ?

Level 6: Evaluation

Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

- *Key Words:* conclude, criticize, decide, defend, determine, evaluate, judge, justify, rate, recommend, select, agree, interpret, explain, prioritize, opinion, criteria, prove, disprove, assess, influence, estimate
- *Questions:* Do you agree with the actions/outcomes . . . ? What is your opinion of . . . ? How would you prove/disprove . . . ? What would you recommend . . . ? How would you rate . . . ? How could you determine . . . ?

Adapted from Barbara Fowler, "Bloom's Taxonomy and Critical Thinking." ©1996 by the Critical Thinking Across the Curriculum Project.