**Revised Bloom’s Taxonomy**

|  | **Bloom’s Taxonomy Level** | Skills Demonstrated | **Actions** | **Products Ideas** | **Verbs for Objectives** | **Assessment Strategies** | **Sample Instruction/****Assessment****Authentic Topic: Insects** |
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| **Higher-order thinking** | ***6. Creating***Putting together ideas or elements to develop an original idea or engage in creative thinking.Essential Question: Can the student create new product or point of view? | DesignConstructProduce an original product | DesigningConstructingPlanningProducingInventingDevisingMaking | FilmStoryProjectPlanNew gameSongMedia productAdvertisementPainting  | Build, Choose, Combine, Compile, Compose, Construct, Create, Design, Develop, Estimate, Formulate, Imagine, Invent, Make Up, Originate, Plan, Predict, Propose, Solve, Solution, Suppose, Discuss, Modify, Change, Original, Improve, Adapt, Minimize, Maximize, Delete, Theorize, Elaborate, Test, Improve, Happen, Change, Hypothesize**,** Arrange, Organize, Produce, Assemble, Generalize, Collect, Integrate, Prepare, Specify, Detect, Manage, Prescribe | **Putting together:**A play, poem, article, report, book, song, cartoon, story, game, invention, formulate a hypothesis or question, set of rules, principles, or standards; speculate on or plan an alternative course of action. | Combine parts of several different insects to create a new kind of insect. Draw a picture of the insect and label the parts. |
| ***5. Evaluating***Judging the value of ideas, materials and methods by developing and applying standards and criteriaEssential Question: Can the student justify a stand or decision? | Compare and discriminate between ideas Assess value of theories, presentations Make choices based on reasoned argument Verify value of evidence Recognize subjectivity  | CheckingHypothesisingCritiquingExperimentingJudgingTestingDetectingMonitoring | DebatePanelReportEvaluationInvestigationVerdictConclusionPersuasive speech  | Award, Choose, Conclude, Criticize, Decide, Defend, Determine, Dispute, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Rule On, Select, Agree, Interpret, Explain, Appraise, Prioritize, Opinion, Support, Importance, Criteria, Prove, Disprove, Assess, Influence, Perceive, Value, Estimate, Influence, Deduct, Recommend**,** Critique**,** Justify, Appraise, Test, Revise, Rank, Score, Critique, Grade, Rate, Reflect, assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize | **Judging the outcome:**Comparison of standards, conclusion, court trial, editorial, establishment of standards, evaluation, group discussion, recommendations, self-evaluation or reflection, survey, valuing | If you had to become an insect, which would you be? Support your choice with at least five reasons by selecting insect characteristics similar to you and/or similar habitat features. |
| ***4. Analysing***Breaking information down into its component elementsEssential Question: Can the student distinguish between the different parts? | Seeing patterns Organization of parts Recognition of hidden meanings Identification of components  | ComparingOrganisingDeconstructingAttributingOutliningStructuringIntegrating | SurveyDatabaseMobileAbstractReportGraphSpreadsheetChecklistChartOutline  | Analyze, Categorize, Classify, Compare, Contrast, Discover, Dissect, Divide, Examine, Inspect, Simplify, Survey, Take Part In, Test For, Distinguish, List, Distinction, Theme, Relationships, Function, Motive, Inference, Assumption, Conclusion, Categorize**,** Separate, Debate, Distinguish, Inventory, Appraise, Detect, Experiment, Question, Contract, Diagram, Infer, Separate, Criticize, Differentiate, Inspect, Summarize, order, explain, connect, classify, arrange, divide, compare, contrast, explain, infer | **Taking Apart:**Break down an argument, draw a conclusion, graph the solution from data collected, identify parts of a propaganda statement, break down and reassemble a model, create a questionnaire, a report, a survey, or a syllogism. | Search for the names of insects to finish these similes or comparisons:As noisy as a …, As lovely as a …, As fast as a …, As funny as …, As leggy as a …, As annoying as a …, As tiny as a …, As popular as a …, As unusual as a …, As bright as a … |

| **Lower-order thinking** | ***3. Applying***Using strategies, concepts, principles and theories in new situationsEssential Question: 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  | ImplementingCarrying outUsingExecuting | IllustrationSimulationSculptureDemonstrationPresentationInterviewPerformanceDiaryJournal  | Apply, Build, Choose, Construct, Develop, Interview, Make Use Of, Organize, Experiment With, Plan, Select, Solve, Utilize, Model, Identify, Apply, Employ, Locate, Relate, Sketch, Calculate, Examine, Operate, Report, Solve, Complete, Illustrate, Order, Restate, Translate, Demonstrate, Interpolate, Practice, Review , Use, Dramatize, Interpret, Predict, Schedule, Compute, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover | **Making use of knowledge:**Creating a cartoon, drama, PowerPoint, forecast, list, map, meeting, mobile, painting, project, question, diagram, illustration, photograph, sculpture, or a solution, a paper which follows an outline, shifting smoothly from one gear to another | Interview ten people to find out which insect each dislikes the most. Graph the results and draw conclusions from your findings. |
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| ***2. Understanding***Understanding of given informationEssential Question: 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  | InterpretingExemplifyingSummarisingInferringParaphrasingClassifyingComparingExplaining | RecitationSummaryCollectionExplanationShow and tellExampleQuizListLabelOutline  | Compare, Contrast, Demonstrate, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarize, Show, Classify, Associate, Describe, Explain, Locate, Translate, Classify, Differentiate, Express, Predict, Discuss, Extrapolate, Report, Compute, Distinguish, Interpolate, Restate, Estimate, Interpret, Review, Summarize**,** Paraphrase**,** Describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend | **Confirming information gathering or Confirming use of knowledge:** Give a speech, tell a story, take photographs, tell your own statement, graphing, drama, tape recording, create a collage, summarize, outline an article or chapter, illustrate a reportInterpret a poem | Choose an insect to research. Make a collection of ten statements about your insect, five that are facts and five that are not facts. Write each on a separate file card. Give the cards to a friend and see if he or she can tell fact from fiction. |
| ***1. Remembering***Recall or recognition of specific informationEssential Question: 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 | RecognisingListingDescribingIdentifyingRetrievingNamingLocatingFinding | QuizDefinitionFactWorksheetTestLabelListWorkbookReproduction | Who, What, Why, When, Omit, Where, Which, Choose, Find, How, Define, Label, Show, Spell, List, Match, Name, Relate, Tell, Recall, Select, Cite, Identify, Quote, Relate, Tell, Count, Indicate, Read, Repeat, Trace, Define, Recite, Select, Write, Describe, Recognize, State , Draw, Point, Record, Tabulate, Write | **Information Gathering:**Participate in a play, answer questions, give definitions, record answers orally, test with multiple choice, true/false, matching, recite from lecture notes or PowerPoint | Brainstorm a list of insects, at least one insect for each letter of the alphabet. Group your list as helpful or harmful insects. |

References

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