**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? | Design  Construct  Produce an original product | Designing  Constructing  Planning  Producing  Inventing  Devising  Making | Film  Story  Project  Plan  New game  Song  Media product  Advertisement  Painting | 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 criteria  Essential 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 | Checking  Hypothesising  Critiquing  Experimenting  Judging  Testing  Detecting  Monitoring | Debate  Panel  Report  Evaluation  Investigation  Verdict  Conclusion  Persuasive 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 elements  Essential Question: Can the student distinguish between the different parts? | Seeing patterns  Organization of parts  Recognition of hidden meanings  Identification of components | Comparing  Organising  Deconstructing  Attributing  Outlining  Structuring  Integrating | Survey  Database  Mobile  Abstract  Report  Graph  Spreadsheet  Checklist  Chart  Outline | 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 situations  Essential 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 | Implementing  Carrying out  Using  Executing | Illustration  Simulation  Sculpture  Demonstration  Presentation  Interview  Performance  Diary  Journal | 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 information  Essential 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 | Interpreting  Exemplifying  Summarising  Inferring  Paraphrasing  Classifying  Comparing  Explaining | Recitation  Summary  Collection  Explanation  Show and tell  Example  Quiz  List  Label  Outline | 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 report  Interpret 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 information  Essential 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 | Recognising  Listing  Describing  Identifying  Retrieving  Naming  Locating  Finding | Quiz  Definition  Fact  Worksheet  Test  Label  List  Workbook  Reproduction | 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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