

Using Bloom's Taxonomy

Identify standard, benchmark, indicator, or key concepts to be studied. _____

Use this form to:

- Design questions, learning experiences, and assessments for the entire class.
- Design different questions or learning experiences for small groups of students.
- Design questions and learning experiences and have students choose which to complete.

Consult pages 231 -235 in *Instruction for All Students* for suggestions.

Knowledge

Students recall facts and information

- Match

- List

- Sequence

Comprehension

Students explain in their own words and summarize information

- Interpret

- Restate/paraphrase

- Draw/illustrate

- Give examples

Application

Students use information in new situations/ways

- Classify
- Transfer
- Apply in a real world or interdisciplinary situation

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Analysis

Students examine component parts

- How is _____ like and different from _____?

- Graph data and prepare report

- Categorize

- Cause and effect

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Synthesis

Students put components/elements together differently to create a new solution, product, or approach

- **Create**
- **Write a new _____ from the perspective of _____**
- **Restructure/reorganize**
- **Imagine**
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Evaluation

Students develop and articulate opinions supported by evidence and logical reasoning

- **Judge**
- **Decide if ... and provide data to support your decision**
- **Appraise the value**
- **Write a recommendation**