

# BLOOM'S TAXONOMY

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of test questions that students encounter require them to think only at the lowest possible level: the recall of information. In our AP Lit course and out in the world-at-large, you must work to develop higher-level thinking skills -- *analysis, synthesis, and evaluation*. These are essential skills if you are to become a critical thinker who does not accept things at face value but instead asks valuable questions to make connections and discover new ways of understanding yourself and the world around you.

## **LEVEL 1: Knowledge (recognizing and recalling ideas and material)**

- ☐ remembering, memorizing, recognizing, recalling identification, recalling information
- ☐ *Question Verb Cues:* arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state, quote

## **LEVEL 2: Comprehension (understanding the meaning and intent of material)**

- ☐ understanding information, grasp meaning, interpreting, translating from one medium to another, describing in one's own words, organizing and selecting details/facts
- ☐ *Question Verb Cues:* classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate

## **LEVEL 3: Application (using appropriate abstraction in new problem or situation)**

- ☐ problem solving, applying information to produce some result, using facts/rules/principles
- ☐ *Question Verb Cues:* apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write

## **LEVEL 4: Analysis (breaking down material into constituent parts, detecting the relationships of the parts and of their organization)**

- ☐ subdividing something to show it is put together, finding the underlying structure/pattern of a communication (text), identifying motives/hidden meanings, separating whole into component parts
- ☐ *Question Verb Cues:* analyze, appraise, calculate, categorize, compare, contrast,

criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

**LEVEL 5: Synthesis (putting together elements/parts to form a new whole, creating a pattern or structure not evident before)**

- creating a unique idea (use an old idea to form new idea), relating knowledge from several areas, combining ideas to form a new whole, predicting/drawing conclusions
- *Question Verb Cues:* arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

**LEVEL 6: Evaluation (making judgments about the value for some purpose)**

- comparing and discriminating between ideas, assessing value of theories, making value decisions about issues, resolving controversies or differences of opinion, developing opinions, judgments or decision
- *Question Verb Cues:* appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, estimate, test, measure, explain, conclude