

Bloom's Revised Taxonomy

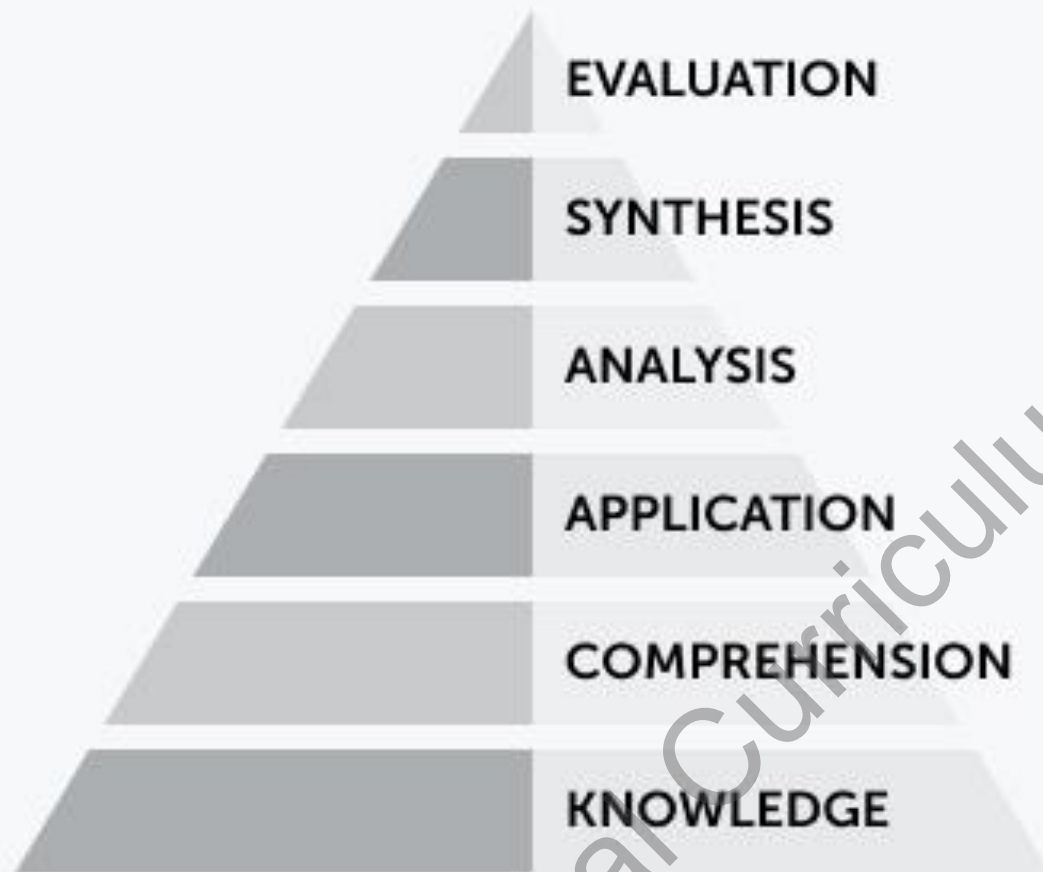
Activity 1.5

Assessment Reflection Circle----- Think Pair & Share

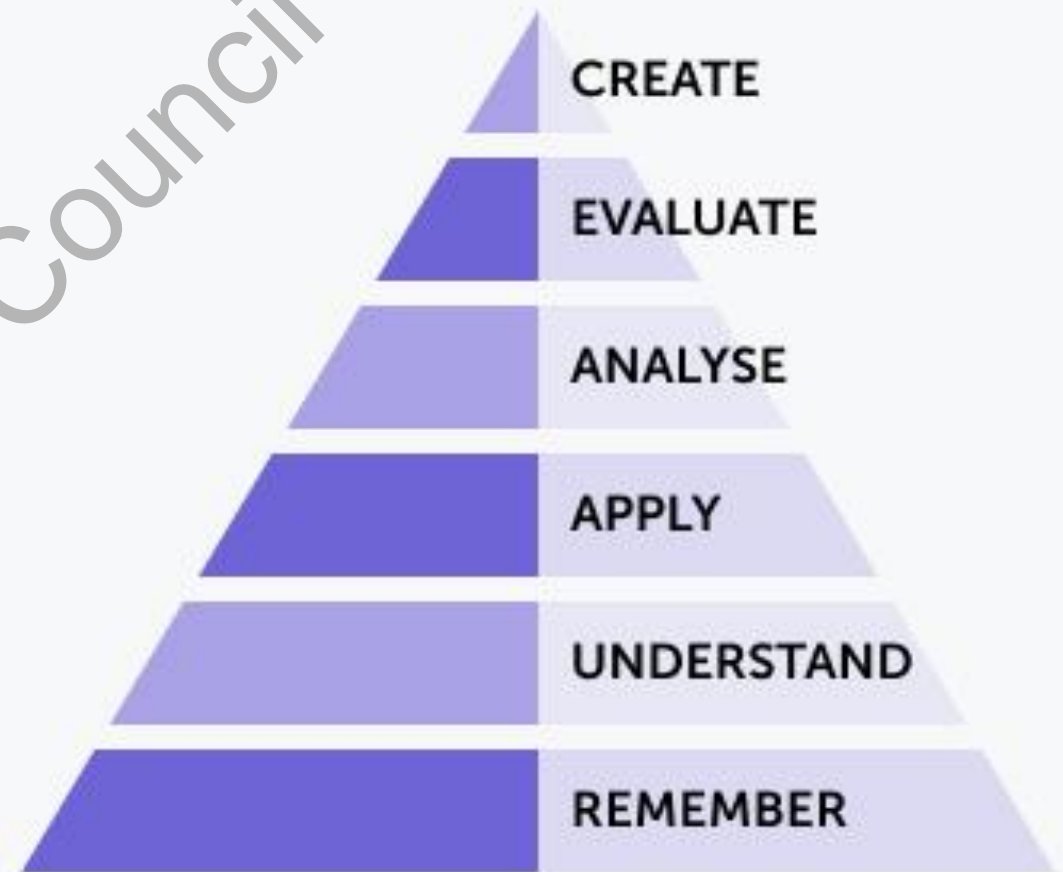
- a. “What do you understand by the term 'assessment' in the context of teaching?”
- b. "What are some challenges or concerns you face when it comes to assessing your students?”
- c. “How do you assess the performance of learner?”

Bloom's Taxonomy

- Bloom's Taxonomy is a framework that classifies educational objectives into different levels of cognitive complexity.
- 1950s- developed by Benjamin Bloom
- Means of expressing qualitatively different kinds of thinking
- Adapted for classroom use as a planning tool
- Continues to be one of the most universally applied models
- Provides a way to organize thinking skills into six levels, from the most basic to the higher-order levels of thinking
- 1990s- Lorin Anderson (former student of Bloom) revisited the taxonomy
- As a result, a number of changes were made

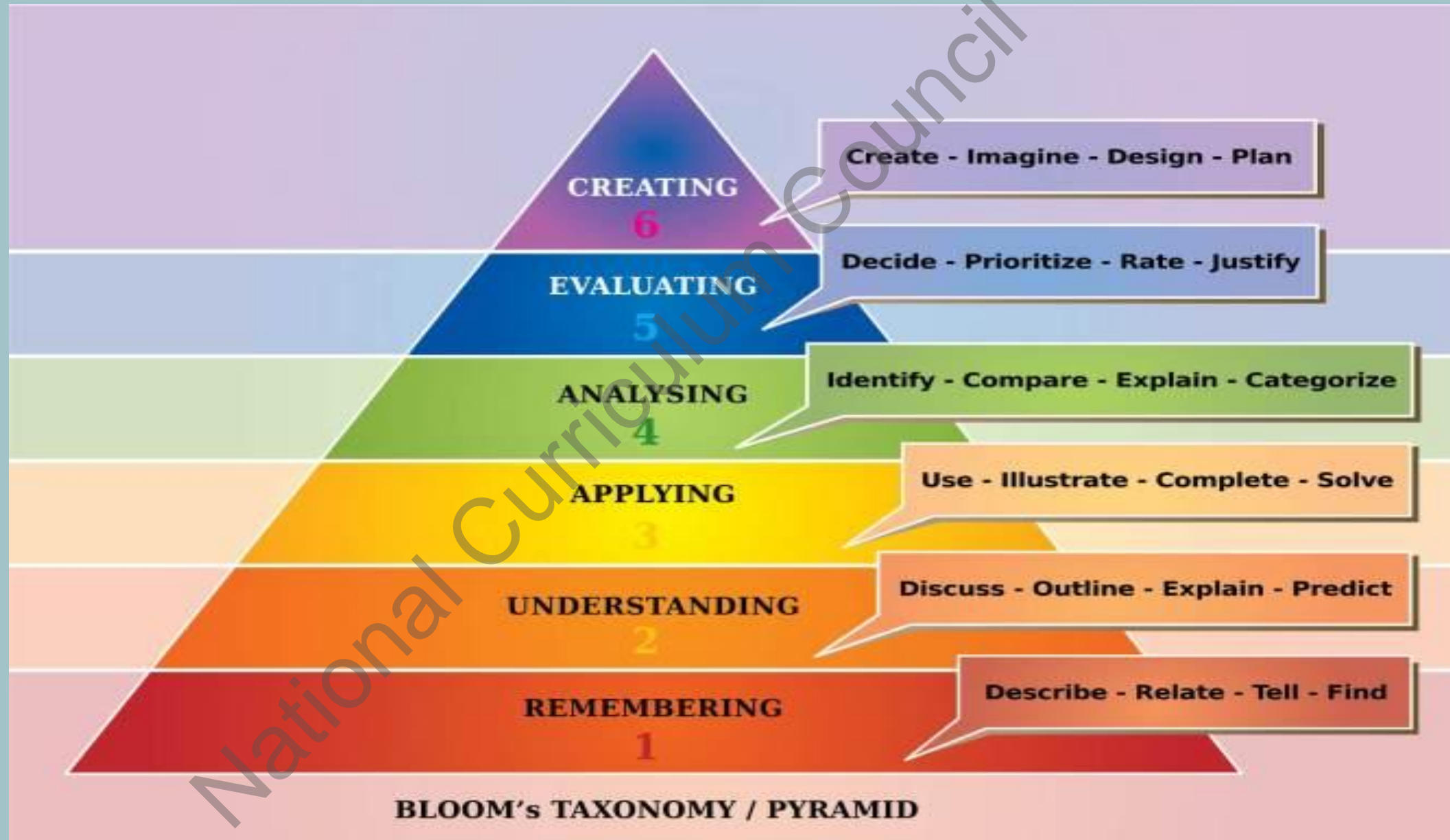


1956



2001

Revised Bloom's Taxonomy Pyramid



Remember

This stage of learning is about **memorizing basic facts, dates, events, persons, places, concepts, and patterns.**

At this level, educators might ask learners simple questions like:

- What are the most spoken languages of Latin America?
- What is the chemical formula of water?
- Who was the first president of the United States?

The associated cognitive processes, as already noted, are:

- **Recognizing** means locating knowledge in long-term memory related to presented material (e.g., recognizing the dates of important historical events).
- **Recalling** is retrieving knowledge from long-term memory (e.g., recalling the dates of important historical events).

Understanding

At this point, learners might be asked **to explain a concept in their own words, describe a mathematical graph, or clarify a metaphor.**

The processes associated with understanding are:

- 1. Interpreting:** Changing information from one form to another. Example: Converting numbers into words.
- 2. Exemplifying:** Providing specific examples to illustrate a concept. Example: Showing Suprematist paintings as examples.
- 3. Classifying:** Organizing items into categories. Example: Categorizing different mental disorders.
- 4. Summarizing:** Capturing the main points or theme of something. Example: Writing a short summary of a story.
- 5. Inferring:** Making logical conclusions from given information. Example: Deriving grammar rules from examples in a foreign language.
- 6. Comparing:** Finding similarities between two ideas or objects. Example: Comparing historical events to their modern equivalents.
- 7. Explaining:** Creating cause-and-effect models. Example: Explaining the causes of the French Revolution.

These concise descriptions should work well in a PowerPoint presentation to help your audience understand the "Understanding" level of Bloom's Taxonomy.

Apply

Now, it's time to **use learned facts and abstractions in new contexts and particular situations.**

For Example:

You learned about Newton's laws of motion. Now, you apply this knowledge to calculate the force needed to launch a rocket into space.

The processes of cognition corresponding to this stage are:

- **Executing** is applying a procedure to a familiar task (e.g., calculating the root of a number).
- **Implementing** is about applying a procedure to an unfamiliar task (e.g., using Newton's Second Law in a new situation).

Analyze

At this level, students are supposed to break down concepts and examine their relationships.

- For instance, they might be asked to recognize the genre of a painting or describe the leading causes of the Great Depression.

The three particular processes associated with this stage are:

- **Differentiating** means distinguishing important from unimportant parts of presented material (e.g., distinguishing between relevant and irrelevant numbers in a mathematical word problem).
- **Organizing** involves identifying how elements fit or function within a structure (e.g., finding the hypothesis, method, data and conclusion in a research report).
- **Attributing** means determining a point of view, bias, values, or intent underlying presented material. An example would be to identify the author's point of view in an essay.

Evaluate

In this stage, learners are expected to use their knowledge and skills to appraise a situation, justify their stand, or criticize others' opinions. They should be able to point out logical fallacies in arguments or compare a work to the highest standards in its field.

Imagine you're reading a novel in class. After finishing the book, you're asked to evaluate whether the ending was satisfying or not, and to provide reasons for your opinion. This involves checking the conclusion and critiquing it by explaining why you did or didn't find it satisfying.

Evaluating is divided into checking and critiquing.

- **Checking** means detecting inconsistencies or fallacies in a process or product. For example, it's determining if a scientist's conclusions follow from observed data.
- **Critiquing** involves finding inconsistencies between a product and external criteria. For instance, it's judging which of two methods is the best for solving a problem.

Create

This is the most complex stage of the learning process and the top of the revised Bloom's Taxonomy.

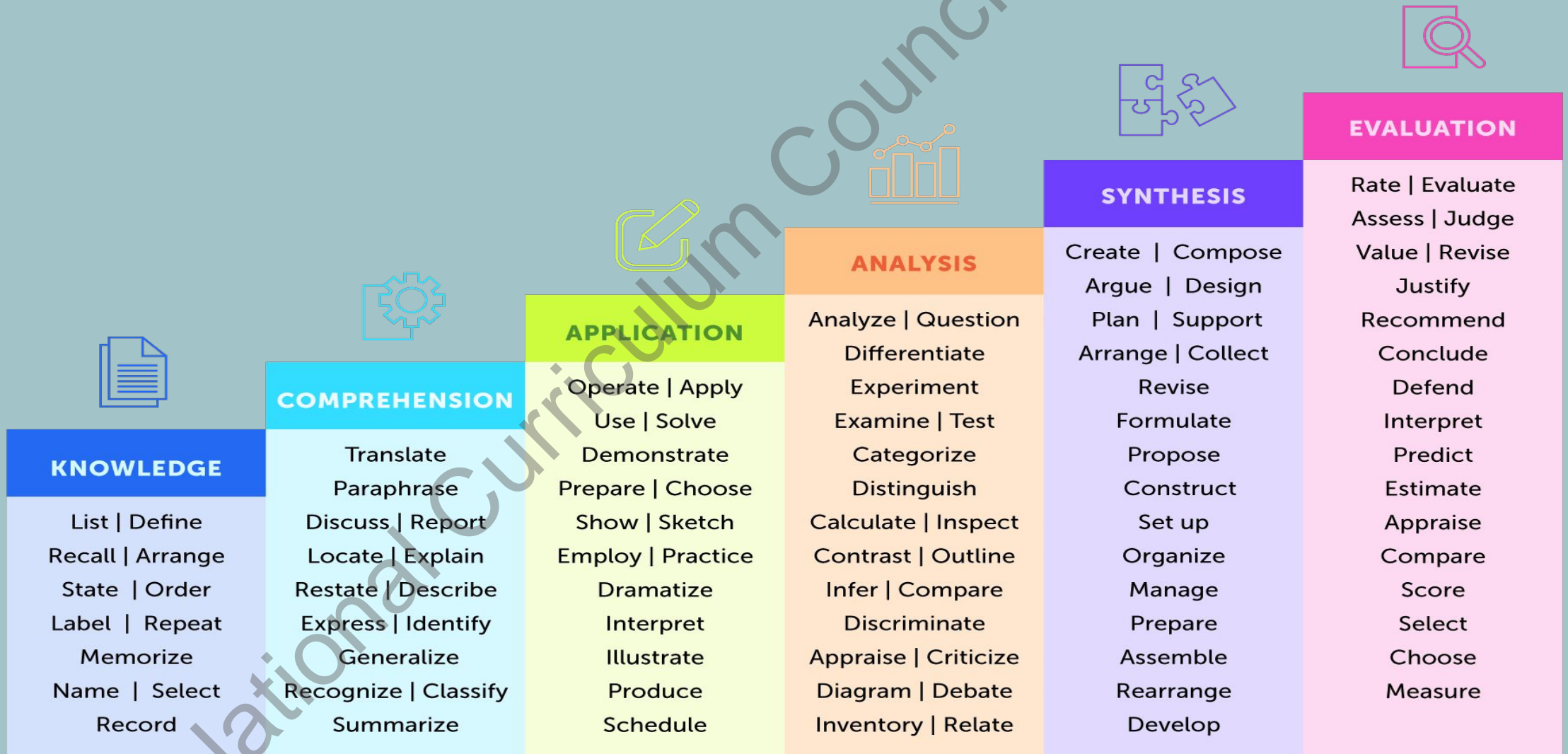
At this level, learners combine known patterns, ideas, and facts to create original work or formulate their solution to a problem.

They might be asked to compose a song, rewrite a story in another setting, or formulate a hypothesis and propose a way of testing it.

The three associated cognitive processes are:

- **Generating** involves coming up with alternative hypotheses based on criteria. An example might be devising multiple solutions for a social problem.
- **Planning** is about coming up with a procedure for completing a task (e.g., preparing an outline of an article).
- **Producing** means inventing a product (e.g., writing a short story that takes place during the American Revolution).

List of Bloom's taxonomy verbs



KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List Define Recall Arrange State Order Label Repeat Memorize Name Select Record	Translate Paraphrase Discuss Report Locate Explain Restate Describe Express Identify Generalize Recognize Classify Summarize	Operate Apply Use Solve Demonstrate Prepare Choose Show Sketch Employ Practice Dramatize Interpret Illustrate Produce Schedule	Analyze Question Differentiate Experiment Examine Test Categorize Distinguish Calculate Inspect Contrast Outline Infer Compare Discriminate Appraise Criticize Diagram Debate Inventory Relate	Create Compose Argue Design Plan Support Arrange Collect Revise Formulate Propose Construct Set up Organize Manage Prepare Assemble Rearrange Develop	Rate Evaluate Assess Judge Value Revise Justify Recommend Conclude Defend Interpret Predict Estimate Appraise Compare Score Select Choose Measure

LOWER ORDER THINKING SKILLS

HIGHER ORDER THINKING SKILLS