

## Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Competence	Skills Demonstrated
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• observation and recall of information</li> <li>• knowledge of dates, events, places</li> <li>• knowledge of major ideas</li> <li>• mastery of subject matter</li> <li>• <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• understanding information</li> <li>• grasp meaning</li> <li>• translate knowledge into new context</li> <li>• interpret facts, compare, contrast</li> <li>• order, group, infer causes</li> <li>• predict consequences</li> <li>• <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>• use information</li> <li>• use methods, concepts, theories in new situations</li> <li>• solve problems using required skills or knowledge</li> <li>• <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• seeing patterns</li> <li>• organization of parts</li> <li>• recognition of hidden meanings</li> <li>• identification of components</li> <li>• <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</li> </ul>

<p><b>Synthesis</b></p>	<ul style="list-style-type: none"> <li>• use old ideas to create new ones</li> <li>• generalize from given facts</li> <li>• relate knowledge from several areas</li> <li>• predict, draw conclusions</li> <li>• <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</li> </ul>
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• compare and discriminate between ideas</li> <li>• assess value of theories, presentations</li> <li>• make choices based on reasoned argument</li> <li>• verify value of evidence</li> <li>• recognize subjectivity</li> <li>• <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</li> </ul>

Now that you understand a little more about different types of questioning, create questions from the reading assignment, Chapters 8-14, in groups of four. You **MUST** work with others to accomplish this assignment. Once you are finished circle your best question from the first four categories. Use the question clues to help guide your group to what types of questions are appropriate for that category. Good luck and have fun!

- Create five questions from the knowledge category.
- Create four questions from the comprehension category.
- Create three questions from the application category.
- Create two questions from the analysis category.
- Create one question each for the synthesis and evaluation category.