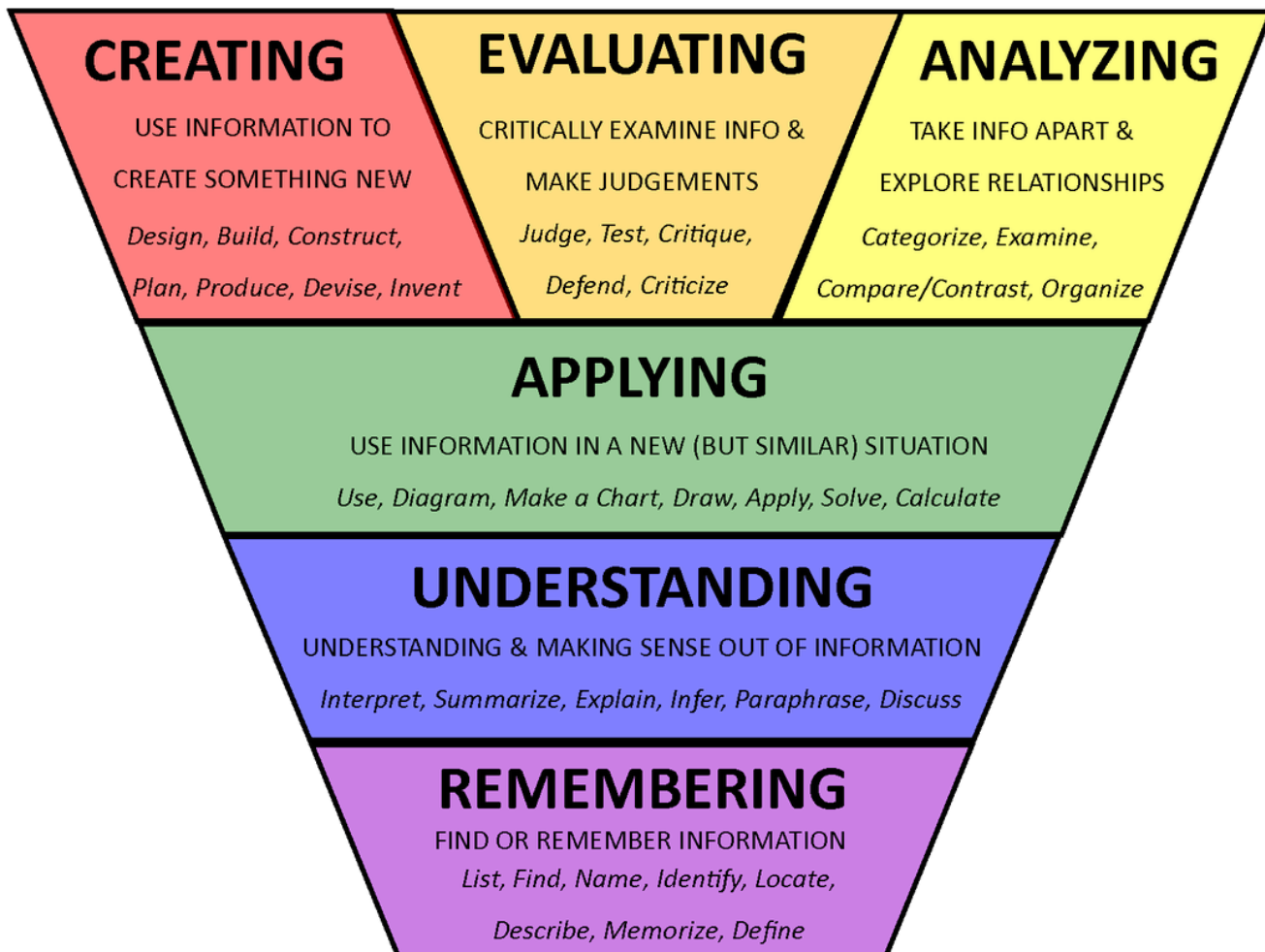


Bloom's Levels and Questioning

The categories in the cognitive taxonomy developed by Bloom et al (Krathwohl, p.215, 2002) include:

1. **Remember** (knowledge recall) – retrieving relevant knowledge from long-term memory
2. **Understand** (comprehension) – interpreting the meaning of information; being able to “translate” knowledge into one’s own words; linking new information to what you already know
3. **Apply** – using what you know to do required tasks
4. **Analyze** – taking things apart; dissecting; asking “why?”; seeing relationships and how things work
5. **Evaluate** – appraising, judging and critiquing the outcomes of any of the other levels
6. **Create** (synthesis) – putting things together; building on what you know to create something new; seeing new relationships or making new connections.



Used with permission from:

<http://www.meandmylaptop.com/2/post/2012/07/simplified-blooms-taxonomy-visual.html>

Bloom's Levels and Questioning

Create Study Questions Using Bloom's Cognitive Taxonomy

If you don't yet know the technical language of the subject and what it means, it will be difficult for you to apply, evaluate, analyze, or be creative.

Pick a subject area in which you are working. For each level of Bloom's Taxonomy on this worksheet:

- Develop a question and answer it to show you that you understand the material at that level.
- Then, working with a partner and using the worksheet, explain the questions at each level of Bloom's taxonomy for this subject area to your partner and listen to them do the same.
- Discuss how your questions would allow you to assess how much you know and what level you are on.

Questioning Worksheet

Level	Question
Remembering	Remembering and Recalling information.
Understanding	Understanding Explaining ideas or concepts.
Applying	Applying information in a familiar situation
Analyzing	Analyzing by breaking information into parts to explore relationships.
Evaluating	Justifying a decision or course of action.
Creating	Generating new ideas, products, or ways of viewing things.

References: Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York, Toronto: Longmans, Green.

