What is Bloom’s Taxonomy?

Bloom and his colleagues (1956) proposed that knowing is actually composed of six successive levels arranged in a hierarchy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Bloom’s Taxonomy attempts to divide cognitive objectives into subdivisions ranging from the simplest behavior to the most complex. There are six levels of Bloom's Taxonomy.

1. **Knowledge** is defined as the remembering of previously learned material. It requires the learners to bring appropriate information to mind. Examples include: knowledge of common terms, specific facts, methods and procedures, basic concepts, and principles, among others.

2. **Comprehension** is defined as the ability to grasp the meaning of material. This may involve translating material from one form to another (words to numbers), interpreting material (explaining or summarizing), and estimating future trends (predicting consequences or effects). Examples include: to understand facts and principles, to interpret verbal material, to interpret charts and graphs, to translate verbal material to mathematical formulae, and to justify methods and procedures.

3. **Application** refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Examples include: apply concepts and principles to new situations, apply laws and theories to practical situations, solve mathematical problems, construct graphs and charts, and demonstrate the correct usage of a method or procedure.

4. **Analysis** refers to the ability to break down material into its component parts so that its organizational structure may be understood. Analysis may include the identification of parts, the analysis of the relationship between parts, and the recognition of the organizational principles involved. Examples include: to recognize unstated assumptions, to recognize logical fallacies in reasoning, to distinguish between facts and inferences, and to analyze the organizational structure of a work, such as art, music, and writing.

5. **Synthesis** refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Examples include: to write a well organized theme, to give a well organized speech, to propose a plan for an experiment, and to formulate a new scheme for classifying objects.

6. **Evaluation** refers to the ability to judge the value of material (statement, novel, poem, research report). The judgments are to be based on definite criteria, which can be internal criteria (organization) or external criteria (relevance to the purpose). Examples include: to judge the logical consistency of written material, to judge the adequacy with which conclusions are supported by data, and to judge the value of a work.
Matching Action Verbs with Bloom's Taxonomy

### Checklist for Writing Learning Objectives

- Focus on outcomes, not processes.
- Use an action verb that can be measured; avoid vague verbs such as *know* or *understand*.
- Use only one action verb per learning outcome.
- Action verbs should reflect the level of learning required.
- Begin with “Student will be able to…”
- Outcomes are observable and measurable.

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Oklahoma State University (n.d.). Institute for Teaching and Learning Excellence. From: http://itle.okstate.edu/fd/online_teaching/effectiveobjectives.html