

# Bloom's Taxonomy

The following may help you pitch class assignments/discussions etc at the appropriate level. By asking the questions associated with each stage, it gives the tutor a guide as to where the student needs support.

Benjamin Bloom's description of six levels in the cognitive domain may be useful when attempting to match assignments/classwork to students needs/level. The six levels are:

- 1) **Knowledge.** This is the start point and is concerned with the acquisition of knowledge and the ability to recall it. It involves remembering, memorising, recognising and identification of information. The type of questions associated with this level are **who, what, when, where, how?** Questions concerned with descriptions are included in this level also.
- 2) **Comprehension.** This level is concerned with the basic level of understanding so that pupils can use the information they have acquired. It involves interpreting, describing in one's own words, identifying relevant facts and ideas, organising these facts and ideas. The type of assignments associated with level are, **summarise, name the key points, give advantages of, and identify links between previous learned information.**
- 3) **Application.** This level is concerned with the ability to use acquired skill/knowledge in a new situation. It involves problem solving, applying information to produce an answer, using facts, skills, and concepts. The type of question associated with this level are '**how is ....an example of/related to...? Why is ....significant?**'
- 4) **Analysis.** This level is concerned with the ability to breakdown information into meaningful parts, to understand the relationship between the parts and to understand underlying structure. It involves separating the whole into parts, subdividing to show how something is put together, understanding motives. Assignments associated with level are **classify, compare and contrast, outline, draw diagram, identify features/parts, what evidence exists...?**

- 5) **Synthesis.** This level is concerned with the ability to combine information/ideas to form a new whole. It involves identifying a relationship between parts and anticipating an outcome. Assignments associated with this level include: **What might happen if...? How could you design/create ....? What can you add to ....? What can you infer from...? What might be a solution to....?**
- 6) **Evaluation.** This level is concerned with the ability to make a judgement about the value of something. It involves making decisions, resolving difference of opinion, prioritising, debating, forming and developing opinions. Questions associated with this level include: **do you agree with....? What, in order of priority ....? What is the most important....? What criteria would you use to .....**