



Bloom's Taxonomy

(classification/levels)

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How It All Started

- **In 1956, Benjamin Bloom and his colleagues published a taxonomy of educational objectives**
 - **These objectives were designed in a hierarchy of increasingly complex processes**

The Original Plan

- The original taxonomy was one of three created by Bloom and his colleagues to classify three types or domains of learning
 - Intellectual abilities (cognitive skills)
 - Values and attitudes (affective skills)
 - Muscular movements involved with the manipulation of objects (psychomotor skills)



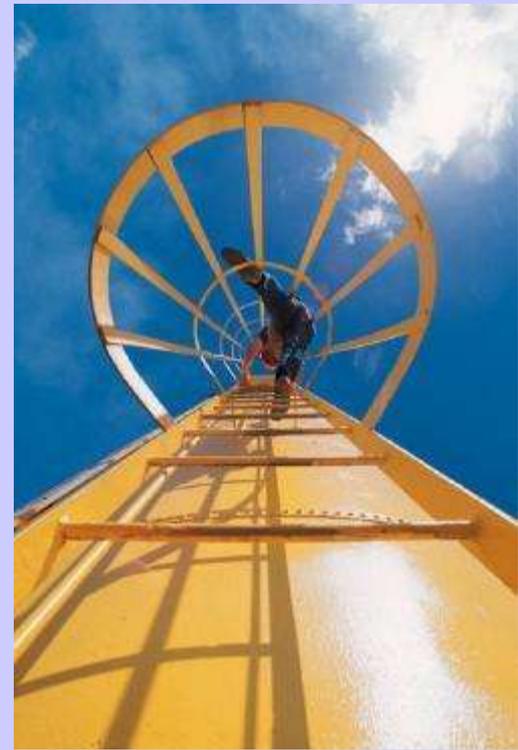
The cognitive skills (intellectual) taxonomy received the most attention--particularly in the fields of training and education

What the Original Taxonomy Was Designed to Do

- Bloom's Taxonomy provides educators with a means to
 - Categorize learning objectives
 - To specifically identify how learners could demonstrate their knowledge of subject matter that was to be learned
 - To observe and objectively assess such a demonstration
 - Meet the needs and requirements of their various stakeholders by quantifying (measuring and reporting) learning

How the Original Taxonomy Is Used

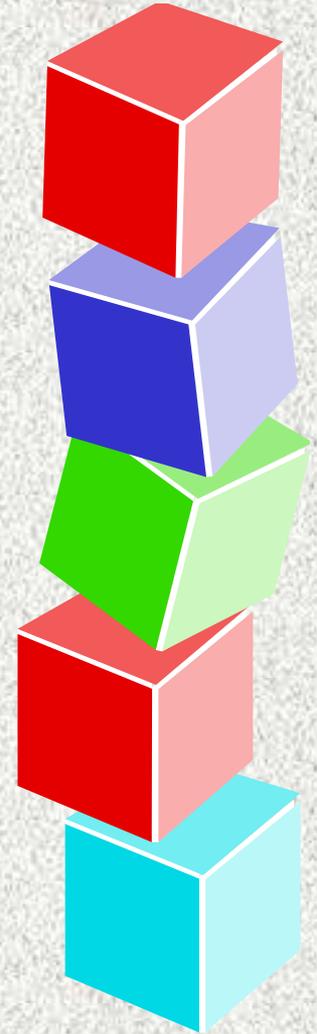
- Educators use Bloom's cognitive taxonomy as a means to define learner behaviors that can be observed and/or measured by the learner and educator alike to determine if learning has occurred and to what degree



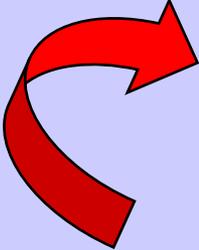
The taxonomy also enables educators to arrange learning behaviors in ascending order of difficulty in order to develop basic skills in preparation for learning more advanced tasks

How the Original Taxonomy Was Designed

- The six levels of the original taxonomy progress from simple to complex and from concrete to abstract
- The original hypothesis was that
 - Learning complex cognitive skills would be based on first learning simpler cognitive skills
 - Understanding concepts and principles would be built based on learning even much simpler cognitive skills, such as remembering specific facts

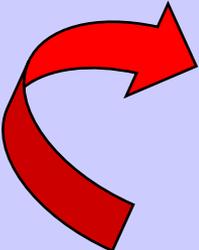


The Lower Levels



The Application Level

At this level, learners use facts and information to find solutions to given problems



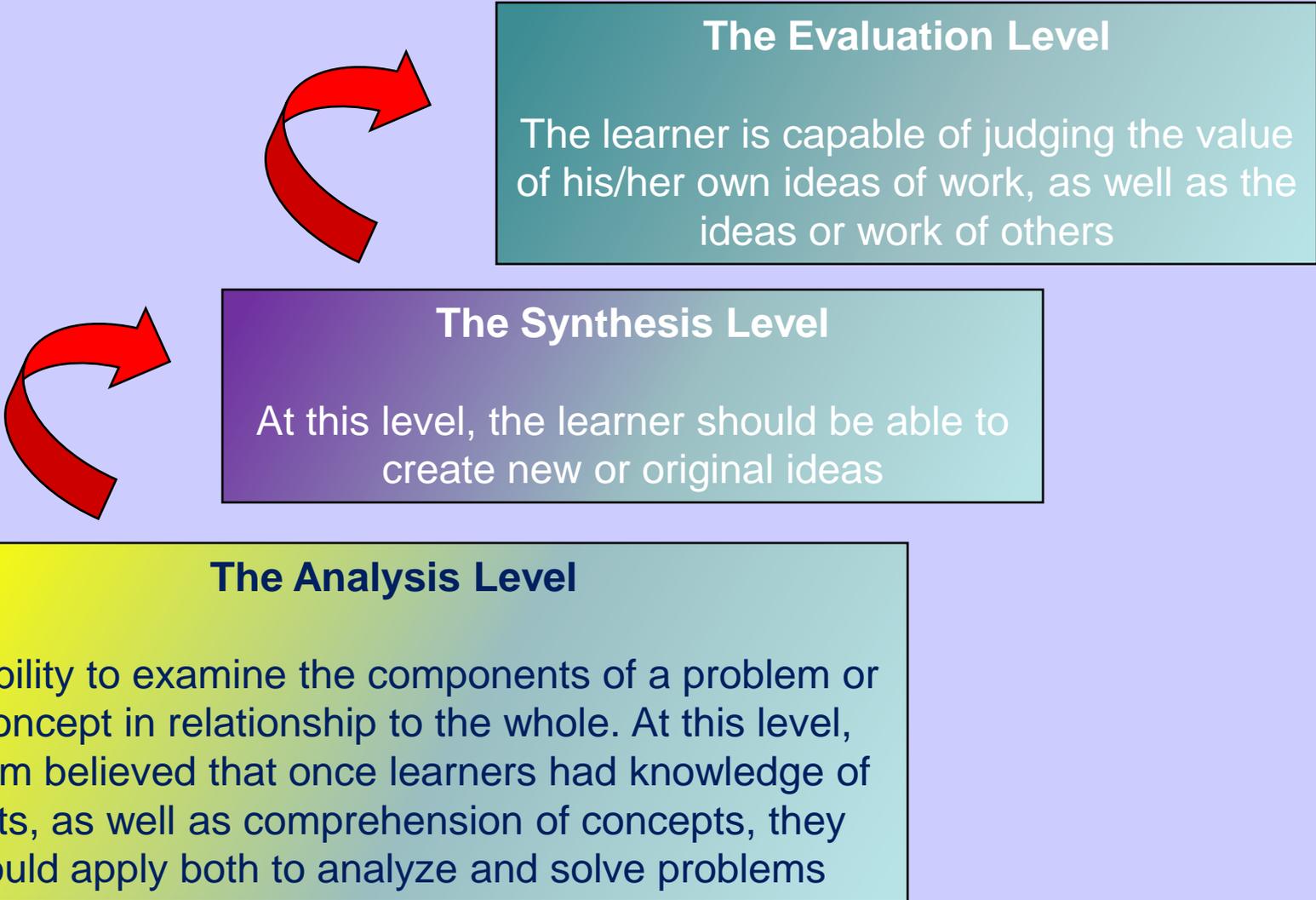
The Comprehension Level

The key at this level is for learners to understand ideas or concepts

The Knowledge Level

This base level can be seen as one of the simplest levels of thinking, focusing on skills such as recalling basic facts

The Advanced Levels



The Evaluation Level

The learner is capable of judging the value of his/her own ideas of work, as well as the ideas or work of others

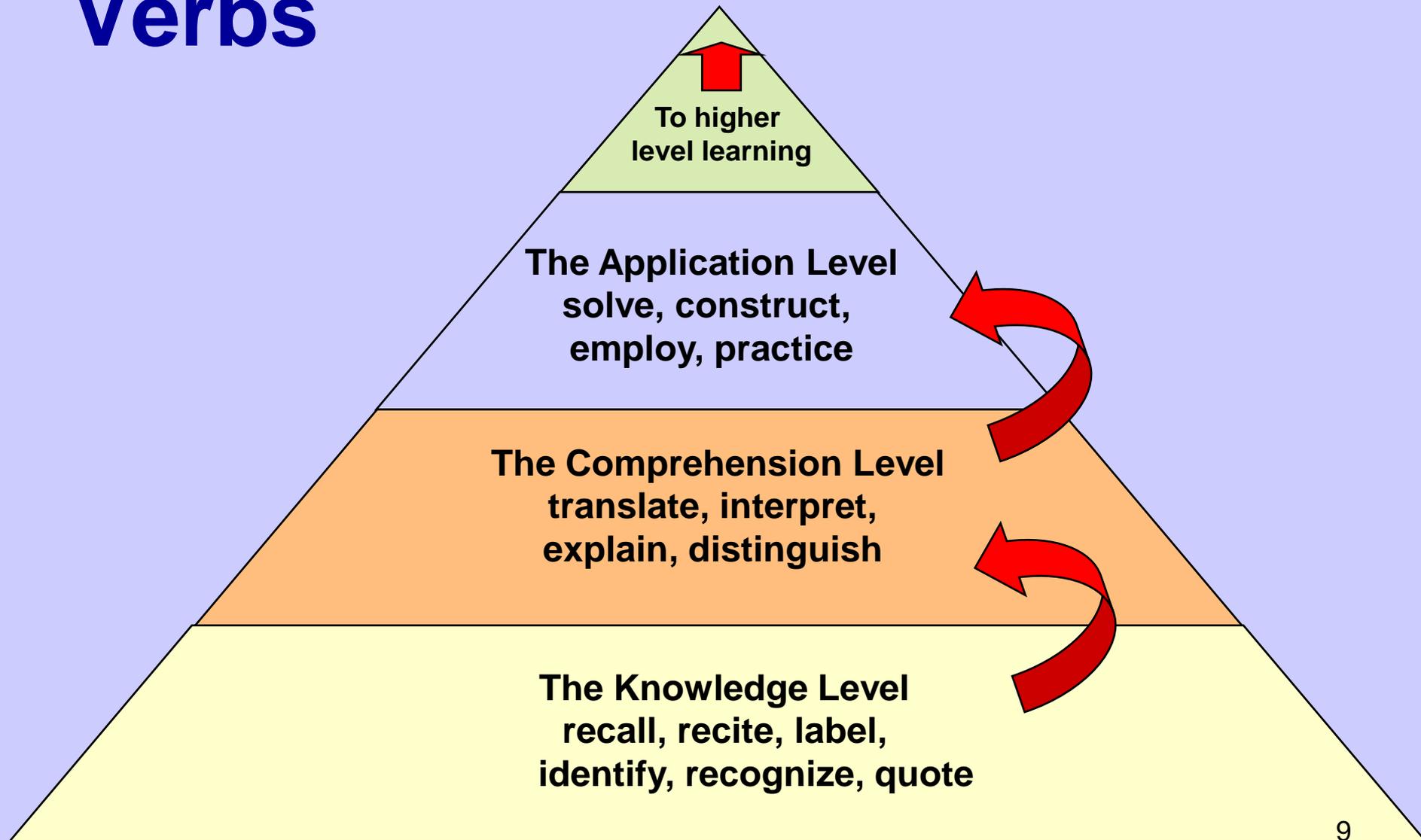
The Synthesis Level

At this level, the learner should be able to create new or original ideas

The Analysis Level

An ability to examine the components of a problem or a concept in relationship to the whole. At this level, Bloom believed that once learners had knowledge of facts, as well as comprehension of concepts, they could apply both to analyze and solve problems

Lower Learning Levels & Verbs



Higher Learning Levels & Verbs



The Evaluation Level
debate, grade,
appraise, critique



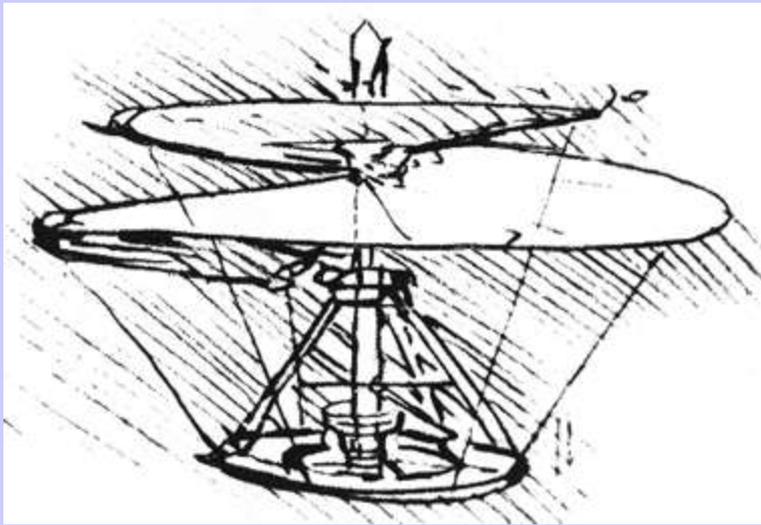
The Synthesis Level
invent, compose, create



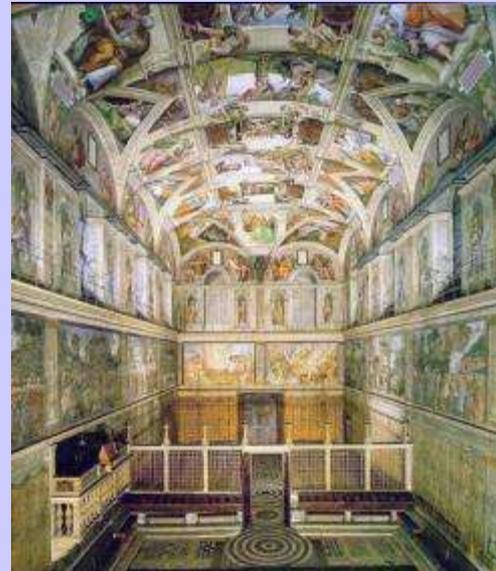
The Analysis Level
classify, categorize,
experiment, differentiate

High School Levels of Learning

- At the high school level, many courses and assignments are designed to appeal to all the levels of learning, but primarily to the lower levels by focusing on simple answers to simple questions. The trick is to engage your child at all levels of learning.



daVinci's Helicopter



Michelangelo's Sistine Chapel

Conclusion: Utilizing All the Levels

- To help your high school student the most, you want to have learning activities that appeal to all the levels of learning. In the higher grades, the student should be engaging more in the higher levels of learning by really having to think, analyze, and create rather than simply engage in lower-level thinking like answering questions at the end of the chapter.

