'Bloom's Taxonomy Simplified: The *Ultimate Quick-Reference Guide* for Teachers & Students.'

Technology for Learners

Creating — Produce something new.

Evaluating — Justify a stand or position.

Analysing — Take apart information to show relationships, causes and connections.

Applying — Use information in new situations, to answer questions or solve problems.

Understanding — Explain ideas or concepts.

Remembering — Recall facts and basic concepts.
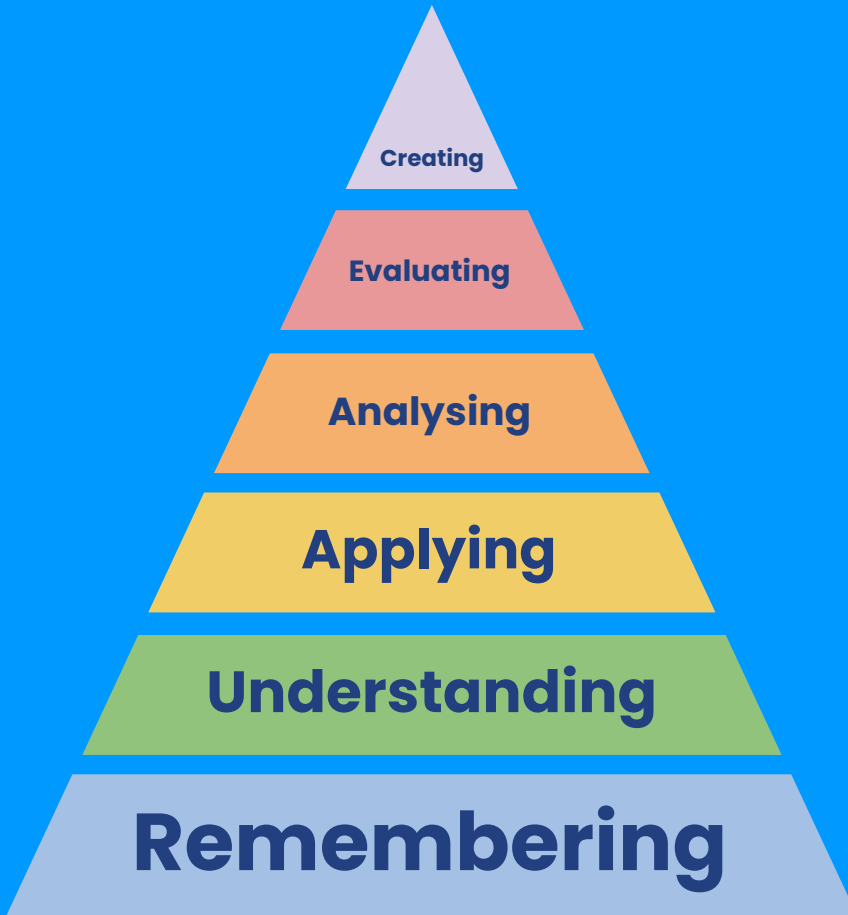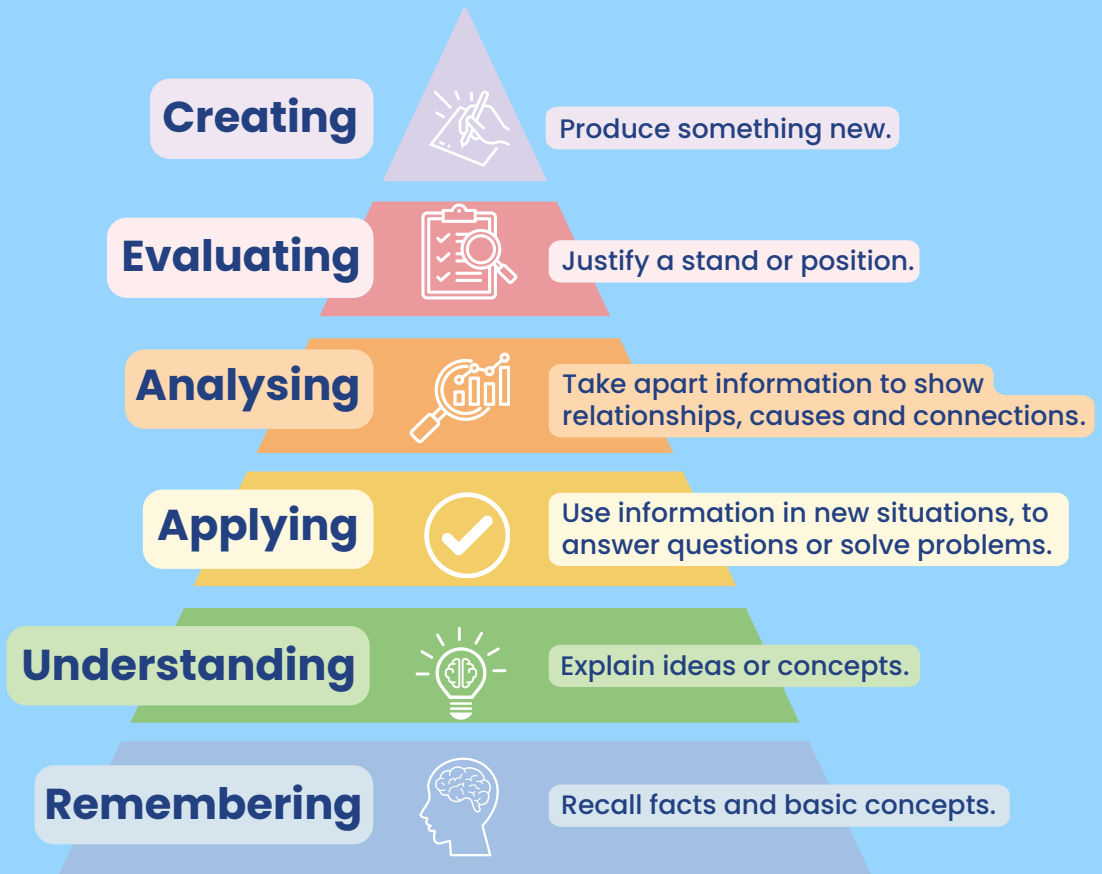
Bloom's Taxonomy: A Brief History

Bloom's Taxonomy, introduced by Benjamin Bloom in 1956, aimed to classify learning objectives and promote higher-level thinking. Originally comprising Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation, it sought to elevate learning beyond mere memorisation. In 2001, Lorin Anderson and David Krathwohl revised the taxonomy, reordering it as Remember, Understand, Apply, Analyse, Evaluate, and Create, to better reflect the dynamic nature of learning. This framework has become foundational in education, influencing curriculum design, teaching methods, and assessment practices.

Bloom's Taxonomy in Practice

Whether you're a teacher writing lesson plans and giving feedback, or a student exploring new concepts, Bloom's Taxonomy is an invaluable educational tool. It organises learning objectives, progressing from simple knowledge recall to complex problem-solving and creative expression. For instance, educators use the taxonomy to frame questions that move students from simple tasks, like listing facts (Remembering), to more challenging ones, like discussing implications (Analysing) or designing solutions (Creating). This structured approach ensures that learning experiences are engaging and aligned with educational goals, equipping students with a broad range of cognitive skills.

Guide to Using Your Bloom's Taxonomy Handbook

- **Lesson Planning:** To design appropriate activities.

- **Question Formulation:** For crafting questions in assessments or class discussions.

- **Self-Assessment:** Enabling students to identify and aim for higher cognitive levels.

- **Group Work:** To assign diverse cognitive tasks in team activities.

- **Differentiation:** Tailoring tasks to various cognitive abilities.

- **Feedback:** Offering scaffold feedback based on cognitive achievements.

- **Reflection:** Use the cards during a plenary to reflect on what has been learned.

Remembering

Remembering - Definitions

Action Verb: **Define, Explain, Describe**
Prompt: Define the term [concept].
Example: *Define the concept of photosynthesis.*

Remembering - Vocabulary

Action Verb: **Identify, Match, Label**
Prompt: Match the vocabulary words with their definitions.
Example: *Match the words to their meanings in a foreign language.*

Remembering - Dates and Events

Action Verb: **Recall, Chronicle, Memorise**
Prompt: Recall the significant dates and events in [historical period].
Example: *Chronicle the major events of World War II.*

Remembering - Simple Facts

Action Verb: **State, Name, List**
Prompt: State the capital cities of [country].
Example: *Name the planets in our solar system.*

Remembering - Key Figures

Action Verb: **Identify, Name, Recognise**
Prompt: Identify the important figures in [field].
Example: *Recognise the famous scientists in history.*

Remembering - Parts and Elements

Action Verb: **Label, Identify, List**
Prompt: Label the parts of a [object].
Example: *List the parts of a flower.*

Remembering - Basic Concepts

Action Verb: **Summarise, Paraphrase, Explain**
Prompt: Summarise the main idea of [text or concept].
Example: *Explain the concept of supply and demand.*

Understanding

Understanding - Summarising

Action Verb: **Summarise, Paraphrase, Explain**
Prompt: Summarise the main idea of [text or concept].
Example: *Summarise the main idea of a historical speech.*

Understanding - Interpreting

Action Verb: **Interpret, Translate, Clarify**
Prompt: Interpret the meaning of [symbol or phrase].
Example: *Interpret the symbolism in a work of literature.*

Understanding - Comparing and Contrasting

Action Verb: **Compare, Contrast, Differentiate**
Prompt: Compare and contrast [two concepts or ideas].
Example: *Compare and contrast two different animal species.*

Understanding - Cause and Effect

Action Verb: **Identify, Analyse, Explain**
Prompt: Identify the cause and effect of [event or phenomenon].
Example: *Analyse the cause and effect of climate change.*

Understanding - Relationships

Action Verb: **Describe, Explain, Analyse**
Prompt: Describe the relationship between [two elements].
Example: *Explain the relationship between supply and demand in economics.*

Understanding - Contextualising

Action Verb: **Place in context, Explain the significance, Relate**
Prompt: Place [historical event or concept] in its historical context.
Example: *Explain the significance of a historical document in its era.*

Understanding - Inferring

Action Verb: **Infer, Predict, Conclude**
Prompt: Infer what might happen next in [scenario].
Example: *Predict the outcome of a scientific experiment.*

Understanding - Classifying

Action Verb: **Classify, Categorise, Group**
Prompt: Classify the elements into [categories or groups].
Example: *Group animals based on their habitats.*

Applying

Applying - Practical Application

Action Verb: **Apply, Demonstrate, Use**
Prompt: Apply the [concept or skill] to solve a real-life problem.
Example: *Demonstrate how to use algebra to solve a word problem.*

Applying - Implementing Ideas

Action Verb: **Implement, Execute, Carry Out**
Prompt: Implement a plan to [achieve a specific goal].
Example: *Carry out a science experiment based on a hypothesis.*

Applying - Design and Create

Action Verb: **Design, Create, Construct**
Prompt: Design and create a [project or solution] using [materials or resources].
Example: *Construct a model of a sustainable city using recycled materials.*

Applying - Problem-Solving

Action Verb: **Solve, Resolve, Address**
Prompt: Solve a [real or hypothetical problem] by [applying relevant methods or strategies].
Example: *Address an environmental issue by proposing solutions.*

Applying - Practical Skills

Action Verb: **Perform, Execute, Apply**
Prompt: Perform a [task or skill] accurately and efficiently.
Example: *Execute a scientific experiment with precision.*

Applying - Experimentation

Action Verb: **Experiment, Test, Investigate**
Prompt: Conduct an experiment to test [hypothesis or theory].
Example: *Investigate the effect of temperature on plant growth.*

Applying - Real-World Scenarios

Action Verb: **Apply, Adapt, Utilise**
Prompt: Apply [knowledge or skills] to adapt to different real-world scenarios.
Example: *Utilise language skills to communicate in a foreign country.*

Applying - Creative Solutions

Action Verb: **Create, Innovate, Devise**
Prompt: Devise a creative solution to [challenge or problem].
Example: *Innovate a new product design using available resources.*

Analysing

Analysing - Identifying Patterns

Action Verb: **Identify, Recognise, Detect**
Prompt: Identify patterns or trends in [data or information].
Example: *Recognise patterns in a historical timeline.*

Analysing - Comparing and Contrasting

Action Verb: **Compare, Contrast, Differentiate**
Prompt: Compare and contrast the similarities and differences between
[two concepts or objects].
Example: *Differentiate between two artistic movements.*

Analysing - Cause and Effect

Action Verb: **Analyse, Examine, Investigate**
Prompt: Analyse the cause-and-effect relationships in [event or scenario].
Example: *Investigate the consequences of a scientific experiment.*

Analysing - Evaluating Arguments

Action Verb: **Evaluate, Judge, Assess**
Prompt: Evaluate the strength of arguments in [text or debate].
Example: *Judge the effectiveness of persuasive techniques in a speech.*

Analysing - Critiquing and Reviewing

Action Verb: **Critique, Review, Assess**
Prompt: Critique and review [work or performance] to identify strengths and weaknesses.
Example: *Assess the strengths and weaknesses of a literary work.*

Analysing - Categorising and Classifying

Action Verb: **Categorise, Classify, Group**
Prompt: Categorise elements into [categories or groups] based on shared characteristics.
Example: *Group organisms into biological classifications.*

Analysing - Investigating Relationships

Action Verb: **Investigate, Examine, Study**
Prompt: Investigate the relationships between [variables or factors] in a scientific study.
Example: *Examine the relationship between temperature and plant growth.*

Analysing - Drawing Conclusions

Action Verb: **Conclude, Infer, Deduce**
Prompt: Draw conclusions based on the evidence provided in [text or experiment].
Example: *Infer outcomes from a series of scientific observations.*

Evaluating

Evaluating - Assessing Quality

Action Verb: **Evaluate, Judge, Appraise**
Prompt: Evaluate the quality of [work, product, or performance].
Example: *Judge the quality of a scientific research paper.*

Evaluating - Justifying Opinions

Action Verb: **Justify, Defend, Support**
Prompt: Justify your opinion on [controversial topic] with evidence.
Example: *Defend your position on an ethical dilemma.*

Evaluating - Critiquing Arguments

Action Verb: **Critique, Review, Assess**
Prompt: Critique the arguments presented in [debate or discussion].
Example: *Assess the effectiveness of persuasive strategies in an advertisement.*

Evaluating - Weighing Pros and Cons

Action Verb: **Analyse, Compare, Contrast**
Prompt: Analyse and compare the pros and cons of [decision or choice].
Example: *Contrast the advantages and disadvantages of renewable energy sources.*

Evaluating - Forming Opinions

Action Verb: **Form, Develop, Create**
Prompt: Form an opinion on [complex issue] and provide a rationale.
Example: *ECreate an opinion on a political issue and support it with reasoning.*

Evaluating - Prioritising Criteria

Action Verb: **Prioritise, Rank, Order**
Prompt: Prioritise the criteria for selecting the most suitable [option or solution].
Example: *Rank the criteria for choosing a career path.*

Evaluating - Assessing Impact

Action Verb: **Assess, Measure, Gauge**
Prompt: Assess the impact of [event or policy] on [affected group or environment].
Example: *Measure the environmental impact of a construction project.*

Evaluating - Reflecting and Improving

Action Verb: **Reflect, Improve, Revise**
Prompt: Reflect on [work, project, or performance] and suggest improvements.
Example: *Revise a creative project based on self-reflection.*

Creating

Creating - Designing a Project

Action Verb: **Design, Create, Construct**
Prompt: Design and create a [project, model, or solution] to address a specific challenge.
Example: *Design and create a sustainable city model.*

Creating - Crafting a Story

Action Verb: **Write, Compose, Craft**
Prompt: Write and compose a [story, poem, or narrative] with a unique plot and characters.
Example: *Craft a short story with original characters.*

Creating - Producing Artwork

Action Verb: **Create, Produce, Illustrate**
Prompt: Create and produce an [artwork, illustration, or painting] that conveys a theme or message.
Example: *Produce an artwork inspired by nature.*

Creating - Developing a Plan

Action Verb: **Develop, Plan, Outline**
Prompt: Develop a detailed plan or strategy for [achieving a goal or project].
Example: *Outline a business plan for a startup.*

Creating - Inventing a Solution

Action Verb: **Invent, Devise, Innovate**
Prompt: Invent an innovative solution to [a problem or challenge].
Example: *Devise a new gadget to simplify everyday tasks.*

Creating - Constructing a Model

Action Verb: **Construct, Build, Assemble**
Prompt: Construct a physical model or prototype of [concept or invention].
Example: *Build a working model of a simple machine.*

Creating - Composing Music

Action Verb: **Compose, Create, Write**
Prompt: Compose and create a piece of [music or song] with original melodies and lyrics.
Example: *Write and compose a unique song.*

Creating - Developing a Presentation

Action Verb: **Develop, Create, Prepare**
Prompt: Develop and create a multimedia presentation on [topic] for an audience.
Example: *Prepare a multimedia presentation on a historical event.*