**BLOOM’S TAXONOMY**

Competence column from **http://www.mmiweb.org.uk/downloads/bloom.html**

Examples from **http://education.calumet.purdue.edu/vockell/EdPsyBook/Edpsy3/edpsy3\_bloom.htm**

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| **Competence - Knowledge** | **Examples** |
| **Remembering** or **retrieving** previously learned material. Examples of verbs that relate to this function are: | Educational Psychology: Give the definition of punishment.  Mathematics: State the formula for the area of a circle.  English/Language Arts: Recite a poem. |
| |  |  | | --- | --- | | know | identify | | relate | list | | define | recall | | memorize | repeat | | record | name | | recognize | acquire | |
|  | |
| **Competence - Comprehension** | **Examples** |
| The ability to **grasp** or **construct meaning** from material. Examples of verbs that relate to this function are:   |  |  | | --- | --- | | restate | identify | | illustrate | locate | | discuss | interpret | | report | describe | | draw | recognize | | review | represent | | explain | infer | | differentiate | express | | conclude | predict | | Educational Psychology: Paraphrase in your own words the definition of punishment; answer questions about the meaning of punishment.  Mathematics: Given the mathematical formula for the area of a circle, paraphrase it using your own words.  English/Language Arts: Explain what a poem means. |
| **Competence - Application** | **Examples** |
| The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: | Educational Psychology: Given an anecdote describing a teaching situation, identify examples of punishment.  Mathematics: Compute the area of actual circles.  English/Language Arts: Identify examples of metaphors in a poem. |
| |  |  | | --- | --- | | apply | organize | | practice | relate | | employ | calculate | | develop | restructure | | show | translate | | interpret | exhibit | | use | demonstrate | | dramatize | operate | | illustrate | discover | |
| **Competence - Analysis** | **Examples** |
| The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: | Educational Psychology: Given an anecdote describing a teaching situation, identify the psychological strategies intentionally or accidentally employed.  Mathematics: Given a math word problem, determine the strategies that would be necessary to solve it.  English/Language Arts: Given a poem, identify the specific poetic strategies employed in it. |
| |  |  | | --- | --- | | analyze | differentiate | | experiment | compare | | contrast | scrutinize | | probe | discover | | investigate | inquire | | detect | inspect | | examine | survey | | dissect | contrast | | classify | discriminate | | categorize | deduce | | separate |  | |
| **Competence - Synthesis** | **Examples** |
| The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: | Educational Psychology: Apply the strategies learned in educational psychology in an organized manner to solve an educational problem.  Mathematics: Apply and integrate several different strategies to solve a mathematical problem.  English/Language Arts: Write an essay or poem. |
| |  |  | | --- | --- | | compose | plan | | propose | produce | | invent | develop | | design | formulate | | arrange | assemble | | collect | construct | | create | set-up | | organize | prepare | | document | derive | | modify | combine | | write | tell | | relate | propose | |
| **Competence - Evaluation** | **Examples** |
| The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:   |  |  | | --- | --- | | judge | argue | | validate | assess | | decide | consider | | compare | choose | | appraise | evaluate | | rate | value | | conclude | select | | criticize | measure | | estimate | infer | | deduce |  | | Educational Psychology: Observe another teacher (or yourself) and determine the quality of the teaching performance in terms of the teacher’s appropriate application of principles of educational psychology.  Mathematics: When you have finished solving a problem (or when a peer has done so) determine the degree to which that problem was solved as efficiently as possible.  English/Language Arts: Analyze your own or a peer’s essay in terms of the principles of composition discussed during the semester. |