BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Benjamin Bloom developed a taxonomy to provide structured categories of levels of intellectual behavior essential to learning (Bloom, B.S. (ed.), Taxonomy of Educational Objectives: Cognitive Domain. David McKay Co., Inc., 1965.) The information can be central to the teacher's ability to address students' learning needs through course development, assignment design and interaction among students and between students and teacher. The following outline provides a brief description of each of the six levels as well as verb examples representative of activities in each:

**KNOWLEDGE** — Observation and recall of information
Knowledge of specifics (dates, events, etc.)
Knowledge of major ideas
Verbs: list, define, identify, show, label, tabulate, quote, name, recognize, duplicate, repeat

**COMPREHENSION** — Ability to grasp meaning
Translate knowledge into new context
Interpret facts, compare and contrast
Predict consequences
Verbs: summarize, describe, interpret, contrast, predict, explain, report, review, differentiate

**APPLICATION** — Use information in new situations
Use abstractions in specific and concrete situations
Verbs: apply, solve, experiment, solve, examine, modify, classify, practice, use

**ANALYSIS** — Ability to see patterns
Separate material into component parts
Organization of parts
Verbs: analyze, separate, order, explain, connect, compare, question, criticize, distinguish

**SYNTHESIS** — Use of old ideas to create new ones
Ability to relate knowledge from several areas
Establish new relationships
Verbs: combine, integrate, create, produce, predict, hypothesize, design, re-design, consolidate, compose, formulate, plan

**EVALUATION** — Ability to assess the value of ideas
Ability to make choices based on reasoned argument
Verify the value of evidence
Verbs: judge, appraise, argue, predict, rate, evaluate, criticize, assess, prioritize, summarize, test, recommend

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