

Bloom's Taxonomy of Educational Objectives*

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize questions.

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none">• observation and recall of information• knowledge of dates, events, places• knowledge of major ideas• mastery of subject matter• <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none">• understanding information• grasp meaning• translate knowledge into new context• interpret facts, compare, contrast• order, group, infer causes• predict consequences• <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none">• use information• use methods, concepts, theories in new situations• solve problems using required skills or knowledge• <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none">• seeing patterns• organization of parts• recognition of hidden meanings• identification of components• <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

<p>Synthesis</p>	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
<p>Evaluation</p>	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted by the University of Victoria, Counselling Services, 2003.
 <www.coun.uvic.ca/learn/program/hndouts/bloom.html> from:
 Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Toronto: Longmans, Green.