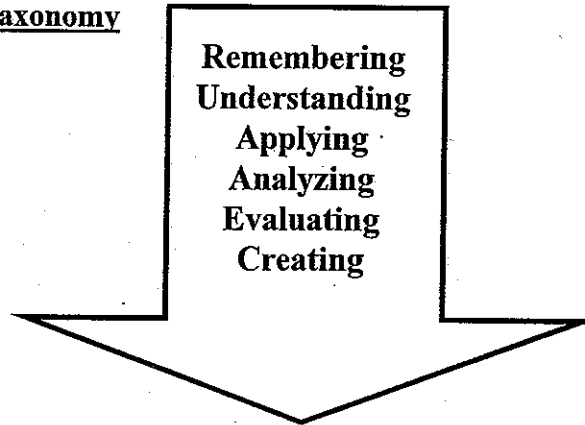


The Revised Bloom's Taxonomy



How can I use this?
Bloom's Taxonomy Self- Questioning Chart

Level of Thinking	Comprehension Statement	Focusing Questions
REMEMBERING	I can recall specific details, information, and ideas from this text or information.	WHAT do I <i>need to remember</i> to make sense of this text or information?
UNDERSTANDING	I can understand what the author is telling me.	WHAT does this <i>author want</i> me to understand ?
APPLYING	I can use my understanding in some meaningful way.	HOW can I <i>connect</i> what this author is telling me to understand something better?
ANALYZING	I can take my understanding to a deeper level.	HOW is this <i>similar to</i> (or <i>different from</i>) other material I have read or heard?
EVALUATING	I can critically examine this author's message.	HOW has the author's perspective <i>influenced</i> what s/he tells me?
CREATING	I have created new knowledge.	HOW has this author <i>changed</i> what I understand ?

What does this mean?

- REMEMBERING = TURNING THE INFORMATION INTO PRIOR KNOWLEDGE
- UNDERSTANDING = LEARNING WHAT THE AUTHOR IS PROVIDING
- APPLYING = CONNECTING THROUGH APPLYING TO REAL LIFE SITUATIONS
- ANALYZING = SIMILAR AND DIFFERENT TO PRIOR KNOWLEDGE
- EVALUATING = INFLUENCE OF YOUR PRIOR KNOWLEDGE
- CREATING = CHANGE IN YOUR PRIOR KNOWLEDGE

Levels of Thinking: Bloom's Taxonomy

Thinking critically is one of the most important skills that you will develop as a college student. The first two levels of thinking are information gathering skills that you have used throughout your education. The remaining four levels are more complex thinking skills and are expected at the college level of learning. The following example applies the six levels of thinking developed by Benjamin Bloom to a car engine.

REMEMBERING

- This stage involves memorization.
- You can identify or label engine parts, recount facts, and answer multiple-choice and short answer questions that are stated in the way that you memorized the information.

UNDERSTANDING

- This stage involves making meaning and identifying important information.
- You can state information in your own words.
- For example, you can explain how fuel moves through the engine and ignites providing power to the engine. You are able to answer short answer questions and multiple-choice questions that are worded differently than the text.

APPLYING

- This level involves applying your understanding to solve problems or apply to a new situation.
- If the engine is not running smoothly, you can identify the problem as the fuel mixture running too lean, and you can repair the problem.

ANALYZING

- This stage involves knowing the details and the big picture. You see the relationship between components and how things work.
- If the engine does not start, you look at the battery for the problem and see that it is corroded. You are able to describe why corrosion on the battery terminal prevents the car from starting.

EVALUATING

- This stage includes making comparisons and judgments.
- If you are purchasing a car, you are able to evaluate which type of fuel system is most efficient and least polluting.

CREATING

- This is the stage where innovation takes place.
- You use your knowledge to create something new. This may be as complex as starting a business that provides biofuels for diesel cars. It may be as simple as changing your driving habits to increase your gas mileage.