

BLOOM'S TAXONOMY: WRITING OUTCOMES & OBJECTIVES FOR AUTHENTIC RESULTS

LOW LEVEL THINKING SKILLS

HIGH LEVEL THINKING SKILLS

KNOWLEDGE

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

KEYWORDS

| | | |
|-----------|-----------|-------|
| Choose | Observe | Show |
| Copy | Omit | Spell |
| Define | Quote | State |
| Duplicate | Read | Tell |
| Find | Recall | Trace |
| How | Recite | What |
| Identify | Recognise | When |
| Label | Record | Where |
| List | Relate | Which |
| Listen | Remember | Who |
| Locate | Repeat | Why |
| Match | Reproduce | Write |
| Memorise | Retell | |
| Name | Select | |

COMPREHENSION

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

KEYWORDS

| | | |
|-------------|---------------|-----------|
| Ask | Extend | Outline |
| Cite | Generalise | Predict |
| Classify | Give examples | Purpose |
| Compare | Illustrate | Relate |
| Contrast | Illustrate | Rephrase |
| Demonstrate | Indicate | Report |
| Discuss | Infer | Restate |
| Estimate | Interpret | Review |
| Explain | Match | Show |
| Express | Observe | Summarise |
| | | Translate |

APPLICATION

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

KEYWORDS

| | | |
|-------------|-------------|-----------|
| Act | Employ | Practice |
| Administer | Experiment | Relate |
| Apply | with | Represent |
| Associate | Group | Select |
| Build | Identify | Show |
| Calculate | Illustrate | Simulate |
| Categorise | Interpret | Solve |
| Choose | Interview | Summarise |
| Classify | Link | Teach |
| Connect | Make use of | Transfer |
| Construct | Manipulate | Translate |
| Correlation | Model | Use |
| Demonstrate | Organise | |
| Develop | Perform | |
| Dramatise | Plan | |

ANALYSIS

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

KEYWORDS

| | | | |
|------------------|-------------|-----------|---------------|
| Analyse | Examine | Find | Prioritize |
| Appraise | Focus | Function | Question |
| Arrange | Group | | Rank |
| Assumption | Highlight | | Reason |
| Breakdown | In-depth | | Relationships |
| Categorise | discussion | | Reorganise |
| Cause and effect | Inference | | Research |
| Choose | Inspect | | See |
| Classify | Investigate | | Select |
| Differences | Isolate | | Separate |
| Discover | List | Motive | Similar to |
| Discriminate | Omit | Order | Simplify |
| Dissect | Organise | Point out | Survey |
| Distinction | | | Take part in |
| Distinguish | | | Test for |
| Divide | Establish | | Theme |
| | | | Comparing |

SYNTHESIS

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

KEYWORDS

| | | |
|-----------|-------------|------------|
| Adapt | Estimate | Plan |
| Add to | Experiment | Predict |
| Build | Extend | Produce |
| Change | Formulate | Propose |
| Choose | Happen | Reframe |
| Combine | Hypothesise | Revise |
| Compile | Imagine | Rewrite |
| Compose | Improve | Simplify |
| Construct | Innovate | Solve |
| Convert | Integrate | Speculate |
| Create | Invent | Substitute |
| Delete | Make up | Suppose |
| Design | Maximise | Tabulate |
| Develop | Minimise | Test |
| Devise | Model | Theorise |
| Discover | Modify | Think |
| Discuss | Original | Transform |
| Elaborate | Originate | Visualise |

EVALUATION

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

KEYWORDS

| | | |
|-----------|-----------------|------------|
| Agree | Disprove | Measure |
| Appraise | Dispute | Opinion |
| Argue | Effective | Perceive |
| Assess | Estimate | Persuade |
| Award | Evaluate | Prioritise |
| Bad | Explain | Prove |
| Choose | Give reasons | Rate |
| Compare | Good | Recommend |
| Conclude | Grade | Rule on |
| Consider | How do we know? | Select |
| Convince | Importance | Support |
| Criteria | Infer | Test |
| Criticism | Influence | Useful |
| Debate | Interpret | Validate |
| Decide | Justify | Value |
| Deduct | Mark | Why |
| Defend | | |
| Determine | | |

ACTIONS

OUTCOMES

| | |
|-------------|--------------|
| Describing | Definition |
| Finding | Fact |
| Identifying | Label |
| Listing | List |
| Locating | Quiz |
| Naming | Reproduction |
| Recognising | Test |
| Retrieving | Workbook |
| | Worksheet |

ACTIONS

OUTCOMES

| | |
|--------------|---------------|
| Classifying | Collection |
| Comparing | Examples |
| Exemplifying | Explanation |
| Labeling | Label |
| Inferring | List |
| Interpreting | Outline |
| Paraphrasing | Quiz |
| Summarising | Show and tell |
| | Summary |

ACTIONS

OUTCOMES

| | |
|--------------|---------------|
| Carrying out | Demonstration |
| Executing | Diary |
| Implementing | Illustrations |
| Using | Interview |
| | List |
| | Performance |
| | Presentation |
| | Sculpture |
| | Simulation |

ACTIONS

OUTCOMES

| | |
|----------------|--------------|
| Attributing | Abstract |
| Deconstructing | Chart |
| Integrating | Checklist |
| Organising | Database |
| Outlining | Graph |
| Structuring | Mobile |
| | Report |
| | Spread sheet |
| | Survey |

ACTIONS

OUTCOMES

| | |
|--------------|---------------|
| Constructing | Advertisement |
| Designing | Film |
| Devising | Media product |
| Inventing | New game |
| Making | Painting |
| Planning | Plan |
| Producing | Project |
| | Song |
| | Story |

ACTIONS

OUTCOMES

| | |
|----------------|--------------|
| Attributing | Abstract |
| Checking | Chart |
| Deconstructing | Checklist |
| Integrating | Database |
| Organising | Graph |
| Outlining | Mobile |
| Structuring | Report |
| | Spread sheet |
| | Survey |

QUESTIONS

- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did _____ happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did ...?
- When did _____ happen?
- Where is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

QUESTIONS

- Can you explain what is happening ...what is meant ...?
- How would you classify the type of ...?
- How would you compare ...? Contrast ...?
- How would you rephrase the meaning ...?
- How would you summarise ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

QUESTIONS

- How would you use...?
- What examples can you
- How would you solve _____ using what you have learned ...?
- How would you organise _____ to show ...?
- How would you show your understanding of ...?
- What approach would you use to...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

QUESTIONS

- What are the parts or features of ...?
- How is _____ related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you classify ...?
- How would you categorise ...?
- Can you identify the difference parts ...?
- What evidence can you find ...?
- What is the relationship between ...?
- Can you make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

QUESTIONS

- What changes would you make to solve...?
- How would you improve ...?
- What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- Can you invent...?
- How would you adapt _____ to create a different...?
- How could you change (modify) the plot (plan)...?
- What could be done to minimise (maximise)...?
- What way would you design...?
- Suppose you could _____ what would you do...?
- How would you test...?
- Can you formulate a theory for...?
- Can you predict the outcome if...?
- How would you estimate the results for...?
- What facts can you compile...?
- Can you construct a model that would change...?
- Can you think of an original way for the ...?

QUESTIONS

- Do you agree with the actions/outcomes...?
- What is your opinion of...?
- How would you prove/disprove...?
- Can you assess the value/importance of...?
- Would it be better if...?
- Why did they (the character) choose...?
- What would you recommend...?
- How would you rate the...?
- What would you cite to defend the ac-tions...?
- How would you evaluate ...?
- How could you determine...?
- What choice would you have made...?
- What would you select...?
- How would you prioritise...?
- What judgement would you make about...?
- Based on what you know, how would you explain...?
- What information would you use to support the view...?
- How would you justify...?
- What data was used to make the conclusion...?