Breaking Down & Applying Bloom's Taxonomy

When you are studying, do you find yourself studying by simply reading and re-reading your notes/flashcards? Does this make you feel like you are just memorizing and regurgitating information like a robot? Often, these study strategies may not be enough. It is important to be efficient and effective while studying, understanding the material on a deeper level.

This handout breaks down each level of the Bloom's Taxonomy Pyramid by providing you the definition and both key words and common questions associated with each level. You can use these parts to be a detective and look for them in your homework and tests. It will help you identify what levels of thinking your teachers are trying to get you to engage in. Also, both individual and group study strategies are provided per level to give you study strategies to engage you with increasingly critical thinking at that specific level. The aim is to help you be more intentional with studying.

Level 1: Remembering

Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

Key Words: Choose, Define, Find, Label, Match, List, Recall, Select, Name, Omit, Show, When, Who

Common Questions:	Individual Study Strategies	Group Study Strategies
What/Where is? How would you show...? How/When did__happen? Which one...? How is/Who was...? Can you list three...? Why/When did...? Can you recall/select...?	1) Practice labeling diagrams 2) List characteristics 3) Utilize and quiz yourself with flashcards for diagrams, words, or equations 4) Take a self-made quiz on vocabulary 5) Draw, classify, select, or match items 6) Write out the textbook definitions	1) Check a drawing that another student labeled 2) Create lists of concepts, equations, and processes that your peers can match 3) Place flash cards in a bag and take turns selecting one for which you must define a term 4) Do the above activities and have peers check your answers

Level 2: Understanding

Demonstrate understanding of facts & ideas by organizing, comparing, translating, interpreting, describing, & stating main ideas.

Key Words: Classify, Compare, Contrast, Illustrate, Interpret, Summarize, Translate, Explain, Demonstrate, Infer

Common Questions:	Individual Study Strategies	Group Study Strategies
How would you classify/compare/contrast...? State in your own words/Rephrase the meaning...? What is the main idea of...? Which statements support...? Explain what reaction/event is happening...? What can you say about...? Which is the best answer...? How would you summarize...?	1) Describe a process/reaction/event/ concept in your own words without copying it from a book or another source 2) Provide examples of a process/etc. from either your text or own experiences 3) Write a sentence using the word	1) Discuss content with peers 2) Take turns quizzing each other about definitions and examples of the concept and have your peers check your answer(s)

Level 3: Applying

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words: Apply, Choose, Experiment With, Solve, Plan, Organize, Develop, Build, Identify, Utilize, Construct

Common Questions:	Individual Study Strategies	Group Study Strategies
How would you use...? What examples can you find to...? How would you solve ___ using what you've learned? How would you organize ___to show ...? How would you show/apply your understanding of ...? What approach/plan/equation would you use to...? What would result if...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	1) Review each process you've learned and then ask yourself: "What would happen if you made a subtle or a complete change to something in the problem/situation?" 2) If possible, graph a process & create scenarios that change shape or slope of the graph 3) Utilize the 'StepBYStep' Process to formula/equation	1) Practice writing out answers to old exam questions on the board and have your peers check to make sure you don't have too much or too little information in your answer 2) Take turns teaching your peers a process/equation/concept while the group critiques the content

Level 4: Analyzing

Examine and break info. into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words: Analyze, Classify, Examine, Relationships, Simplify, Test For, Theme, Function, Conclusion, Distinguish

Common Questions:	Individual Study Strategies	Group Study Strategies
Can you identify/List the parts of...? How is ___ related to ___? Why do you think ...? What is the theme/motive/function...? What inference can you make...? What conclusions can you draw...? Who would you classify...? How would you categorize...? What evidence can you find...? What is the relationship/Can you distinguish between...?	1) Analyze and interpret data from the reading without looking at the authors interpretation and then compare it with your own 2) Analyze a situation and then identify the assumptions and principles of the argument 3) Compare and contrast two ideas or concepts; you could use a Venn Diagram 4) Create a map of the main concepts by defining the relationships of the concepts using one- or two-way arrows	1) Work together to analyze and interpret data in the text without reading the authors interpretation and defend your analysis to your peers 2) Work together to identify all of the concepts in a paper or textbook chapter, create individual maps linking the concepts together with arrows and words that relate the concepts, and then grade each other's concept maps

Level 5: Evaluating

Present/defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria.

Key Words: Assess, Disprove, Justify, Recommend, Support, Measure, Criticize, Judge, Conclude, Defend, Evaluate

Common Questions:	Individual Study Strategies	Group Study Strategies
Do you agree with the actions/outcome? What is your opinion of...? How would you prove/disprove..? Assess the value/importance of? Why did they (the character) choose...? What would you recommend/rate...? How could you determine/prioritize...? Based on what you know, how would you explain...? What information would you use to support the view...? What data was used to make the conclusion...? How would you compare the ideas?	1) Generate a hypothesis or design an experiment based on information you are studying 2) Create a model/graph/argument based on a given data set/information 3) Create your own study guide that show how facts and concepts relate to each other 4) Create questions at each level of Bloom's Taxonomy as a practice test and then take the test	1) Each student puts forward a hypothesis/idea/opinion about a concept and creates an experiment/ argument to test it out; Peers critique them. 2) Create a new model/study guide/concept map that integrates each group member's ideas

Level 6: Creating

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words: Adapt, Change, Develop, Design, Create, Discuss, Modify, Solve, Test, Plan, Predict, Formulate, Invent

Common Questions:	Individual Study Strategies	Group Study Strategies
What changes would you make to solve...? How would you test/improve...? Can you predict the outcome if.../ What would it be? Can you propose an alternative..? How would you adapt ___ to create a different...? How could you change/modify the plot/plan...? What could be done to minimize/maximize...? Can you invent.../What would you design...? What could be combined to improve/change...? Suppose you could __what would you do...? How would you estimate the results for...?	1) Provide a written assessment of the strengths and weaknesses of your work or understanding of a given concept based on previously determined criteria	1) Provide a verbal assessment of the strengths and weaknesses of your peers' work or understanding of a given concept based on previously described criteria and have your peers critique it

TIP: You can be the detective and use this resource as an insider's secret to decoding what the questions your teachers are asking you really mean? You can use this by looking at a prior test. See which level questions are present and now compare that to the study strategies you used. Do the levels of questions being asked on the test and your study strategies match up?
If yes, great! If not, now you know tangible study techniques to get you to think at those higher levels of thinking!

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