Bloom's Taxonomy

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 test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

<table>
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<tr>
<th>Competence</th>
<th>Skills Demonstrated</th>
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| Knowledge   | observation and recall of information  
knowledge of dates, events, places  
knowledge of major ideas  
mastery of subject matter  
*Question Cues:*  
list, define, tell, describe, identify, show, label, collect,  
examine, tabulate, quote, name, who, when, where, etc. |
| Comprehension | understanding information  
grasp meaning  
translate knowledge into new context  
interpret facts, compare, contrast  
order, group, infer causes  
predict consequences  
*Question Cues:*  
summarize, describe, interpret, contrast, predict, associate,  
distinguish, estimate, differentiate, discuss, extend |
| Application  | use information  
use methods, concepts, theories in new situations  
solve problems using required skills or knowledge  
*Questions Cues:*  
apply, demonstrate, calculate, complete, illustrate, show,  
solve, examine, modify, relate, change, classify, experiment,  
discover |
| Analysis     | seeing patterns  
organization of parts  
recognition of hidden meanings  
identification of components  
*Question Cues:*  
analyze, separate, order, explain, connect, classify, arrange,  
divide, compare, select, explain, infer |
| Synthesis                  | use old ideas to create new ones  
generalize from given facts  
relate knowledge from several areas  
predict, draw conclusions  
**Question Cues:**  
combine, integrate, modify, rearrange, substitute, plan, create,  
design, invent, what if?, compose, formulate, prepare,  
generalize, rewrite |
|---------------------------|--------------------------------------------------------------------------------|
| **Evaluation**            | compare and discriminate between ideas  
assess value of theories, presentations  
make choices based on reasoned argument  
verify value of evidence  
recognize subjectivity  
**Question Cues**  
assess, decide, rank, grade, test, measure, recommend,  
convince, select, judge, explain, discriminate, support,  
conclude, compare, summarize |

* From Benjamin S. Bloom *Taxonomy of educational objectives.*  
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From University of Virginia’s website: [http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html](http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html)