

BLOOM'S TAXONOMY WHAT TEACHERS EXPECT

How many times have you come out of a test feeling like the test questions were unfair or were meant to trick you? Have you ever felt like you didn't know how to prepare for the test? If so you are not alone.

Teachers believe that it is very important to assess the students' learning in various ways. So how do you prepare for, or understand these tests, in order to show your understanding? There are different levels of thinking on which teachers can test. Bloom's Taxonomy is one source from which they may choose these levels. Understanding these levels can help you know how to prepare.

Knowledge is the first level of thinking. This level requires only that the student be able to recognize or recall the information. Words that often identify this level are: (*recall, recognize, identify, and define*). Example: Define the word denouement.

Comprehension is the second level. Here the learner should be able to discover the relationships between facts, generalizations, definitions, values, and skills. Words that identify this level are (*translate, restate, interpret, explain, and summarize*). Example: Explain the difference between chronic and normal depression.

Application is the third level. In application the student solves a lifelike problem that requires the identification of the issue and the selection and use of appropriate generalizations and skills. Common words for this level include (*apply, make, use, employ, calculate, exemplify, and find*). Example: Use one of the formulas discussed in this chapter to solve the following story problem.

Analysis is the next level. It expects the student to be able to solve a problem through conscious knowledge of the parts and forms of thinking. These words are characteristic of this level (*analyze, contrast, compare, detect, distinguish, identify, and deduce*). Example: Compare the similarities in the eating habits of an omnivore and a carnivore in a short essay.

Synthesis is the fifth level. In the synthesis level, the learner is to solve a problem that requires original, creative thinking. Words that are often seen at this level are (*synthesize, plan, originate, modify, formulate, design, organize, and develop*). Example: Develop your own ending to the story To Kill A Mockingbird.

Evaluation is the highest level of thinking. Evaluation requires the student to make a judgment. The student is to decide on good and bad, right and wrong, according to designated standards. The common words found at this level include (*evaluate, assess, criticize, judge, validate, explain, decide, and appraise*). Example: Write a composition that evaluates the efficiency of the space used in the example of the studio apartment as pictured below.