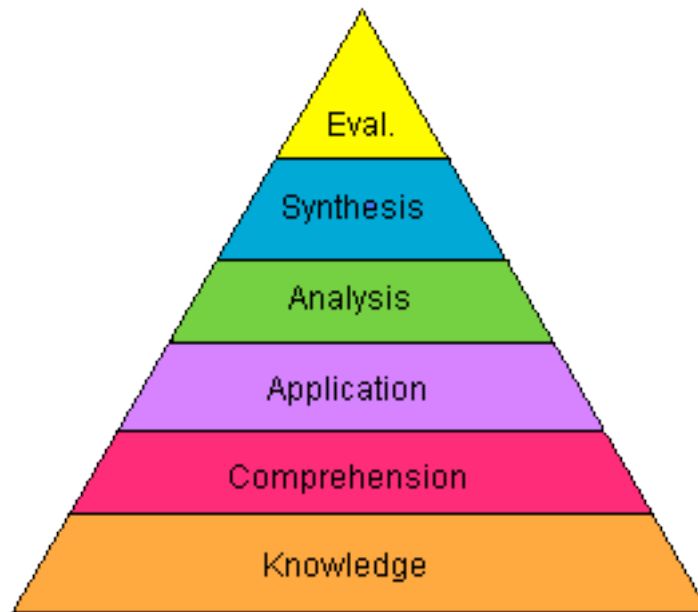


BLOOM'S TAXONOMY



Knowledge – Recalling specific facts or general concepts.

Comprehension – Demonstrating the lowest level of understanding. Can use what is being communicated without necessarily relating it to other material or seeing its fullest implication.

Application – Using abstractions in concrete situations. May be principles, ideas and theories that must be remembered and applied.

Analysis – Breaking down a communication into its constituent elements. Relationships between ideas are made explicit, and organization of the communication is understood.

Synthesis – Putting together elements to form a whole; arranging elements to form a structure not clearly there before.

Evaluation – Making judgments about the value of materials and methods for given purposes; making appraisals that satisfy specific criteria.

Reference: Bloom, B. S. (1956) *Taxonomy of educational objectives. Vol. 1: Cognitive domain.* New York: McKay.