

# Applying Bloom's Taxonomy in Your Classroom

## 1. REMEMBER

Students are expected to retrieve information from memory, but aren't expected to change it in any way.



### In-Class Instruction

Students memorize a definition of an associative property.

### Assessment

Students are given a multiple choice question and asked to recognize the answer, or are asked to recall the answer and fill in a blank.

## 2. UNDERSTAND

Students are building new connections in their minds.



### In-Class Instruction

Students identify the key characteristics needed for an organism to survive in a particular ecosystem.

### Assessment

When given the description of a fictitious animal, students explain whether the animal will survive in a given ecosystem.

## 3. APPLY

Certain procedures or steps are expected to be followed in order to answer new problems.



### In-Class Instruction

Students learn about Newton's three laws.

### Assessment

Students are asked to examine the information about a car crash and determine which if any of Newton's laws apply to the situation.

## 4. ANALYZE

Students utilize lower-level thinking skills to identify key elements and examine each part.



### In-Class Instruction

Students read a student lab report and identify the evidence to support the finding.

### Assessment

Read the results of the scientific study and find supporting statements for each conclusion or finding.

## 5. EVALUATE

Informational sources are examined to assess their quality and decisions are made based on identified criteria.



### In-Class Instruction

Students read about the physical effects of exercise on humans.

### Assessment

Read an article about a famous athlete. Identify one piece of information in the article that fails to support the author's case that hard work was the main reason for the athlete's exceptional athletic skills.

## 6. CREATE

Learners organize information in a new or different way.

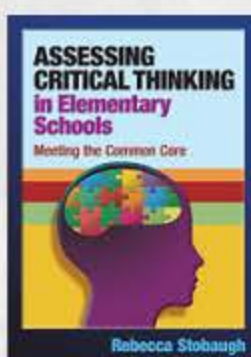
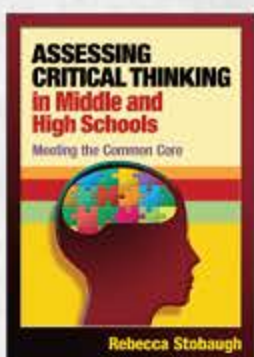
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### In-Class Instruction

Students research the role of economics in business.

### Assessment

Students brainstorm reasons for a problem and generate suggested solutions, and design and implement a campaign designed to solve the identified problem.



Adapted from  
*Assessing Critical Thinking in Middle and High Schools: Meeting the Common Core* and  
*Assessing Critical Thinking in Elementary Schools: Meeting the Common Core*  
by Rebecca Stobaugh



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