

Bloom's Taxonomy (Cognitive)

	Definition	Activity	Products	
Higher Order Thinking	Evaluation	Judge value of something according to criteria	Judge, evaluate, give opinion, viewpoint, prioritize, recommend, critique	Decision, rating/grade, editorial, debate, critique, defense, verdict
	Synthesis	Reform parts to make a new whole	Compose, design, invent, create, hypothesize, construct, forecast, rearrange parts, imagine	Lesson plan, song, poem, story, ad, invention
	Analysis	Understand how parts relate to a whole Understand structure and motives	Investigate, classify, compare, categorize, compare, contrast, solve	Survey, questionnaire, plan, solution, report, prospectus
Lower Order Thinking	Application	Transfer knowledge learned in one situation to another	Demonstrate, build, cook, use guides, maps, charts, etc.	Recipe, model, artwork, demonstration, crafts
	Comprehension	Demonstrate basic understanding of concepts State in other words	Restate, give examples, explain, summarize, translate, show symbols, edit	Drawing, diagram, response to a question, revision
	Knowledge	Ability to remember something previously learned	Tell, recite, list, memorize, remember, define, locate	Workbook pages, quiz, test, exam, vocabulary, facts in isolation

Adapted from Bloom's Taxonomy by Susan Winebrenner for *Teaching Gifted Kids in the Regular Classroom*. Free Spirit Publishing Inc.

1. Do you think it is useful to organize thought this way?
2. Which levels of thinking are easiest to teach? Why?
3. Which levels of thinking are most important? Why?
4. Which levels of thinking receive the most attention in typical classrooms?
5. When the objectives of your lesson are focused on higher-order thinking, like evaluation, how do you give grades?