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Bloom's Taxonomy

Essential Levels of Learning

Most Common Verbs or Behaviours at this Level

<p style="text-align: center;">1. Remembering</p> <p>This level involves the basic recall of data or information and is the foundation for the other levels that follow. Although remembering provides a basis for higher levels of thinking, it is simply a starting point. It is important for learners to internalise the information but recognise this level only involves recalling or restating the information.</p>	<p><i>Choose, count, define, distinguish, draw, find, know, label, list, locate, match, memorise, name, pick, point, read, recall, recite, recognise, record, reproduce, select, state, trace, underline</i></p>
<p style="text-align: center;">2. Understanding</p> <p>This level focuses on one's ability to grasp meaning and to understand the basic information presented by translating, interpreting and extrapolating it. At this level it is important for learners to demonstrate their ability to use the information in some way, even when the teacher provides them with cues or signals.</p>	<p><i>Associate, classify, conclude, demonstrate, describe, determine, differentiate, expand, explain, extend, find, generalise, give examples, give in own words, illustrate, interpret, measure, paraphrase, prepare, reorder, recognise, retell, reword, rewrite, restate, show, suggest, summarise, translate</i></p>
<p style="text-align: center;">3. Applying</p> <p>This level requires the student to make use of learned material in new situations. It also mandates that the learner be able to apply the information, ideas or skill sets in more than one academic setting. At this level it is important for learners to use the information in a context different from the one in which it was taught, without any cues or help from the teacher.</p>	<p><i>Apply, calculate, collect information, complete, compute, construct, convert, derive, demonstrate, develop, discover, discuss, employ, examine, experiment, find, graph, interview, investigate, locate, make, model, organise, perform, plan, prepare, present, produce, prove, record, relate, show, solve</i></p>

<p style="text-align: center;">4. Analysing</p> <p>This level involves the separating of items, materials or ideas into their component parts and showing the relationship between and among those parts. At this level it is important for learners to acquire an understanding of both the content and the structural form of the material.</p>	<p><i>Analyse, categorise, compare, contrast, debate, deduce, diagram, discover, divide, draw conclusions, examine, form generalisations, group, infer, outline, point out, relate, sort, subdivide, survey, take apart, uncover.</i></p>
<p style="text-align: center;">5. Creating</p> <p>This level is the opposite of the Analysing Level because it involves the ability to put together separate ideas to form a new and different whole, or umbrella idea, or to establish new relationships between or among its parts. At this level it is important for learners to put their ideas and knowledge together in new and different ways, leading to innovation and creativity.</p>	<p><i>Arrange, build, combine, compose, create, derive, design, devise, develop, formulate, generate, imagine, integrate, invent, make up, originate, organise, perform, plan, prepare, present, produce, propose, rearrange, revise, rewrite, synthesise</i></p>
<p style="text-align: center;">6. Evaluating</p> <p>This level tests one's ability to judge the worth or value of material and ideas against stated criteria, and then defend the result. Remember that at this level it is important for learners to review and assert evidence, facts, ideas and alternatives for solving problems and making decisions that can be supported by appropriate criteria and thoughtful justifications.</p>	<p><i>Appraise, argue, assess, award, choose, consider, critique, defend, discriminate, evaluate, judge, justify, mark, measure, rank, rate, recommend, support, test, validate, verify</i></p>

TROUBLESHOOTING POTENTIAL RESEARCH/REPORT PROBLEMS BEFORE THEY BEGIN

REMEMBERING

Begin looking for a research topic by looking at yourself and your interests. Circle any of the following topic ideas that appeal to you:

- (1) Current events;
- (2) Nature;
- (3) Environmental issues
- (4) Social issues;
- (5) Political issues;
- (6) Economic issues;
- (7) Interesting Places;
- (8) Theories;
- (9) Famous people;
- (10) Controversial issues.



ANALYSING

You can take notes from a source in one of three ways: direct quotation, paraphrase, or summary. What are advantages and disadvantages of each?

CREATING

Propose several ideas for making one's research paper more creative and interesting. Consider everything from ways to grab the reader's attention to assembling and getting the information down on paper.

UNDERSTANDING

It is important to provide your reader audience with information that is new and interesting. Think of at least three questions you might use to evaluate an audience for your research topic.

APPLYING

To write a good research paper, you must find good information. Determine how you would evaluate a source as being appropriate for your research paper and discuss reasons for identifying these sources correctly. How does one avoid "plagiarism" as part of this process?



Editing Checklist

- ✓ Content & Organisation
- ✓ style
- ✓ Format

EVALUATING

One should edit a research paper to make it as correct as possible.

Develop an editing and mechanics checklist to use for this purpose.