

APPENDIX I.

Bloom's Taxonomy

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An enhancement of Dalton, J (1986) "Extending Children's Special Abilities": Ministry of Education, Victoria, pp31-32

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<u>Level</u>	<u>Useful verbs</u>	<u>Sample question stems</u>	<u>Some potential activities and products</u>	<u>Some potential IT activities</u>
<p><b>Knowledge</b> At this level, students engage factual material and are able to recall and describe facts.</p>	<p>Tell, list, describe, relate, locate, write, find, state, name...</p>	<p>How many...? What happened after...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...?  Find the meaning of...?  What is...? Which is true or false...?</p>	<p>Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the animals in the story.  Make a chart showing.... Make an acrostic. Recite a poem.</p>	<p>Find answers to quiz questions in <i>Encarta</i>. List all the characters in <i>Flowers of Crystal</i>. Answer 5x6 in <i>Maths Goes Mental</i>.</p>
<p><b>Comprehension</b> At this level, students make sense of factual material and are able to employ this understanding to represent the information in a variety of media and/or genres.</p>	<p>Explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe...</p>	<p>Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?</p>	<p>Cut out, or draw, pictures to show a particular event.  Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events.  Write and perform a play based on the story. Retell the story in your own words. Paint a picture of some aspect of the story you like. Write a summary report of the event. Prepare a flowchart to illustrate the sequence of events.</p>	<p>Use <i>Powerpoint</i> to make a cartoon version of.... Use <i>KidPix</i> to create a picture of an event on Sports Day. Write a newspaper report about a crime in <i>Carmen Sandiego</i>.</p>

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<p><b>Application</b> At this level, students are able to exploit their understanding of factual material to solve problems and design and make products.</p>	<p>Solve, show, use, illustrate, calculate, construct, complete, examine, classify...</p>	<p>Do you know of another instance where...? Could this have happened in...? Can you group by characteristics such as...? Which factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a...?</p>	<p>Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-maché map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a text-book about...for others.</p>	<p>Use <i>Publisher</i> to create a board game based on.... Create a sales presentation using <i>Powerpoint</i>. Make a storyboard of the book using <i>Powerpoint</i>. Use <i>Dreamweaver</i> to create an interactive plant identification key.</p>
<p><b>Analysis</b> At this level, students take apart concepts, ideas and/or products in order to identify patterns and relationships.</p>	<p>Analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate, advertise</p>	<p>Which events could not have happened? If...had happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes...? Why did...changes occur? Can you compare your...with that presented in...? Can you explain what must have happened when...? How is...similar to...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?</p>	<p>Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography about a person studied. Prepare a report about the area of study. Arrange a party. Make all the arrangements and records the steps needed. Review a work of art in terms of form, color and texture</p>	<p>Identify relationships between information using the charting features of <i>Excel</i>. Use <i>Hyperstudio</i> to retell the story in stack form, but with multiple alternative endings.</p>

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<p><b>Synthesis</b> At this level, students exploit their mastery of concepts to create new and original products, ideas and /or solutions.</p>	<p>Create, invent, compose, predict, plan, construct, design, imagine, improve, propose, design, formulate...</p>	<p>Can you design a...to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources, how would you deal with...? Why don't you design your own way to...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish\? Can you develop a proposal which would...?</p>	<p>Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to.... Write a TV show, play, puppet show, role-play, song or pantomime about.... Design a record, book or magazine cover for.... Make up a new language code and write material using it. Sell an idea. Devise a way to.... Compose a rhythm or put new words to a known melody.</p>	<p>Create a "Choose your own adventure" story set in the country you are studying, using <i>Hyperstudio</i>. Use <i>Publisher</i> to create a new dust jacket for your book. Use <i>Dreamweaver</i> to construct a web site which helps solve an every day problem in an original way</p>
<p><b>Evaluation</b> At this level, students make critical judgments about the relative worth of ideas, products and positions as they take positions and justify them.</p>	<p>Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine...</p>	<p>Is there a better solution to...? Judge the value of...? Can you defend your position about...? Do you think...is a good or bad thing? How would you have handled...? What changes to...would you recommend? Do you believe...? Are you a...person? How would you feel if...? How effective are...? What do you think about...?</p>	<p>Prepare a list of criteria to judge a...show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about five rules you see as important. Convince others. Form a panel to discuss views, e.g., "Learning at School". Write a letter to...advising on changes needed at.... Write a half-yearly report. Prepare a case to present your view about...</p>	<p>Use email to engage in an online forum debating the issue of... Use <i>Powerpoint</i> to develop a presentation to the school staff proposing rule changes to combat bullying</p>