Bloom's Taxonomy *

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

**Level ONE (lowest level) - Knowledge**
observation and recall of information
knowledge of dates, events, places, and major ideas
mastery of subject matter
Question Cues: (verbs associated with this level) - list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

**Level TWO - Comprehension**
understanding information, grasp meaning
translate knowledge into new context
interpret facts, compare, contrast
order, group, infer causes and predict consequences
Question Cues: (verbs associated with this level) - summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

**Level THREE - Application**
use information, methods, concepts, and theories in new situations
solve problems using required skills or knowledge
Questions Cues (verbs associated with this level) - apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

**Level FOUR - Analysis**
seeing patterns and organizing of parts
recognition of hidden meanings and identification of components
Question Cues (verbs associated with this level) - analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

**Level FIVE - Synthesis**
use old ideas to create new ones
generalize from given facts
relate knowledge from several areas
predict, draw conclusions
Question Cues (verbs associated with this level) - combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

**Level SIX (highest level) - Evaluation**
compare and discriminate between ideas
assess value of theories, presentations
make choices based on reasoned argument
verify value of evidence
recognize subjectivity
Question Cues (verbs associated with this level) - assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Schneller’s *Application Taxonomy*

Level ONE - Knowledge

Level TWO - Apply Knowledge within content area/discipline

Level THREE - Apply Knowledge between content areas/discipline

Level FOUR - Apply knowledge to real-world predictable problems

Level FIVE - Apply knowledge to real-world unpredictable problems