*i*Walkthrough

Classroom Observation Bloom's Taxonomy Level
Reference Chart

	LEVELS + DEFINITIONS	SAMPLE QUESTIONS	SAMPLE ACTIONS	SAMPLE PRODUCTS
HIGHER-ORDER COGNITION	**CREATING** Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns and structures	How would you design... What would happen if... How could you think differently about...	Hypothesizing Designing Constructing	Story Poem Film Multimedia Project Song Painting Sculpture
	EVALUATING Making judgments based on criteria or standards	How would you justify your posiiton? What data support your conclusions? How would you prioritize the evidence?	Testing Critiquing	Debate Report Investigation Conclusion Verdict
	ANALYZING Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose	What are the pros and cons? How do the parts fit together?	Differentiating Parsing Deconstructing	Survey Database Graph/Chart Spreadsheet Outline
LOWER-ORDER COGNITION	**APPLYING** Carrying out and using a procedure in a given situation	What actions will lead to the result? What could happen next? Which events could not have happened?	Executing Implementing	Experiment Illustration Demonstration Interview Journal
	UNDERSTANDING Constructing meaning from instructional messages, including oral, written, and graphic communication	Can you outline? Can you clarify? What is the main idea?	Clarifying Categorizing Summarizing Matching Explaining	Explanation Definition Recitation Collection
	REMEMBERING Retrieving relevant knowledge from long-term memory	How many? Who was it that? How would you recognize? When did this happen? Can you describe?	Recognizing Recalling	Worksheet List Reproduction

Churches, Andrew. Bloom's Taxonomy, Blooms Digitally. Tech & Learning. (2008)

Adapted from Anderson, L.W. and Krathwohl, D. (Ed.), (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of educational objectives, complete edition. New York: Longman.

Curriculum Institute. Bloom's Critical Thinking Cue Question. (2012). CurriculumInstitute.org.

NOTE: Sample products are illustrative purposes only—they are not intended to be an observation checklist. Obervers should not make recording decisions based on the presence or absence of these sample products, but rather on the level of cognition students are utilizing.