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# Using Bloom's Taxonomy to Sequence Writing

Rachel Van Horn Leroy

Georgia Southern University, [rvanhorn@georgiasouthern.edu](mailto:rvanhorn@georgiasouthern.edu)

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# Using Bloom's Taxonomy to Sequence Writing

Presenter: Rachel Van Horn Leroy

# Using Bloom's to Sequence Writing

Model writing done by students and/or professionals that *show* effective examples of genre.

Read social commentary, literature, and instruction on genre.

Brainstorm potential topics in different modes, such as free writing, maps, outlines, pictures, lists.

Reflect on specific ways to develop ideas and modes of organization.

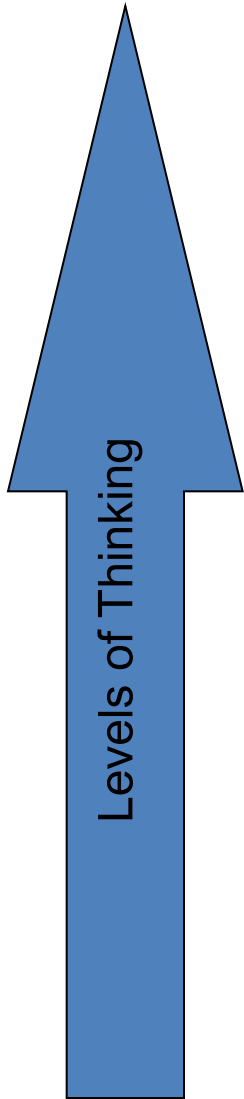
Write a first draft and receive feedback.

Peer review. First demonstrate how to effectively review one another's work, and why we do it, and then peer review based on the qualities of each genre explained in the grading criteria.

Revise ideas and grammar based on peer reviews, personal insights, class discussions, and questions given.

Evaluate comments from second draft based on the revisions and guidelines.

Assess outcome of assignment and possibly write another draft.



<b>Bloom's Taxonomy</b> <b>Slide by Raleigh Way, Center for Excellence in Teaching, Georgia Southern University</b>		
Category	Definition	Verbs
Evaluation	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support
Synthesis	creating something new by putting parts of different ideas together to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
Analysis	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide
Application	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
Comprehension	understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Knowledge	recalling or remembering something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorize, point to, recall, select, state

Levels of Thinking				
<b>Critical Thinking</b>	<b>Evaluation</b>	Level IV	Higher Order Divergent	Respond creatively and originally to problems and scenarios
	<b>Synthesis</b>			
	<b>Analysis</b>	Level III	Lower Order Divergent	Supply a reason or cause, citing evidence to support answers
	<b>Application</b>	Level II	Higher Order Convergent	Requires students to do productive thinking. Mentally organize information
	<b>Comprehension</b>			
	<b>Knowledge</b>	Level I	Lower Order Convergent	Memorization, recitation

Kindsvatter, Wilen, Ishler (1992)  
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**Convergent thinking** - putting the different pieces of a topic together

**Divergent thinking** - breaking a topic down into its parts

# Expanded Taxonomy of Learning

Adapted from L. W. Anderson and D. R. Krathwohl (eds). *A Taxonomy for Learning, Teaching and Assessing* (based on Bloom's Taxonomy), 2001.

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<b>Taxonomy</b>	<b>Definition</b>	<b>Related LEARNING VERBS</b>	<b>What the Student Does</b>	<b>What the Teacher Does</b>	<b>Assessments</b>
<b><u>Remember</u></b>	Recall specific bits of information	<b>Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline</b>	Responds Absorbs Remembers Recognizes	Directs Tells Shows Examines	Students recognize, recall or find information.
<b><u>Understand</u></b>	Construct meaning from information	<b>Explain, restate, find, describe, review, relate, define, clarify, illustrate, diagram, outline, summarize, interpret, paraphrase, transform, compare similarities and differences, derive main idea, arrange, convert, defend, discuss, estimate, extend, generalize, give examples, locate, report, translate</b>	Explains Translates Demonstrates Interprets Summarizes	Demonstrates Listens Questions Compares Examines	Students organize previously learned material, rephrase it, describe it in their own words, use it for making comparisons, change from one form of representation to another.
<b><u>Apply</u></b>	Use methods, concepts, principles, and theories in new situations	<b>Apply, practice, employ, solve, use, demonstrate, illustrate, show, report, paint, draw, collect, dramatize, classify, put in order, change, compute, construct, interpret, investigate, manipulate, modify, operate, organize, predict, prepare, produce, schedule, sketch, translate</b>	Solves novel problems Demonstrates Uses knowledge constructs	Shows Facilitates Observes Criticizes	Students use previously learned information in order to solve a problem or to complete familiar or unfamiliar tasks.
<b><u>Analyze</u></b>	Identify how parts relate to one another or to a larger structure/purpose	<b>Analyze, dissect, detect, test, deconstruct, discriminate, distinguish, examine, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, solve, diagram, determine evidence and conclusions, appraise, break down, calculate, criticize, debate, experiment, identify, illustrate, infer, inspect, inventory, question, relate, select</b>	Discusses Uncovers Lists Issects Compares and contrasts	Probes Guides Observes Acts as a resource	Students will 1) identify reasons, causes, & motives; 2) consider available evidence to reach a conclusion, inference or generalization; 3) analyze a conclusion, inference or generalization to find supporting evidence.
<b><u>Evaluate</u></b>	Judge the value of something based on criteria, processes, or standards	<b>Coordinate, judge, select/choose, decide, debate, evaluate, justify, recommend, verify, monitor, measure, the best way, what worked, what could have been different, what is your opinion, test, appraise, assess, compare, conclude, contrast, criticize, discriminate, estimate, explain, grade, interpret, rate, relate, revise, score, summarize, support, value</b>	Judges Disputes Forms opinions	Accepts Lays bare the criteria Harmonizes	Students judge the merit and value of an idea, a solution to a problem, an aesthetic work, etc.
<b><u>Create</u></b>	Generate a coherent functional whole; recognize new patterns	<b>Create, hypothesize, design, construct, invent, imagine, discover, present, deduce, induce, bring together, compose, pretend, predict, organize, plan, modify, improve, suppose, produce, set up, what if, propose, formulate, solve (more than one answer), arrange, assemble, categorize, collect, combine, devise, explain, generate, manage, perform, prepare, rearrange, reconstruct, relate, reorganize, revise, argue for</b>	Generate Hypothesize Plan Design Produce Construct Argues	Reflects Extends Analyzes Evaluates	Students will 1) produce original work or communication; 2) make predictions; 3) solve problems; 4) invent, hypothesize, devise a procedure; argue for a position; present a work of art or music to be judged

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