



# Encouraging Higher Level Communication Skills

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Bloom's Taxonomy for Parents





# This is for you, if...

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- You work with your child at home
- You wish that you knew more of what teachers are looking for, especially in reading
- You want to help your child prepare for for high stakes testing





# To start...

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## Bloom's Taxonomy

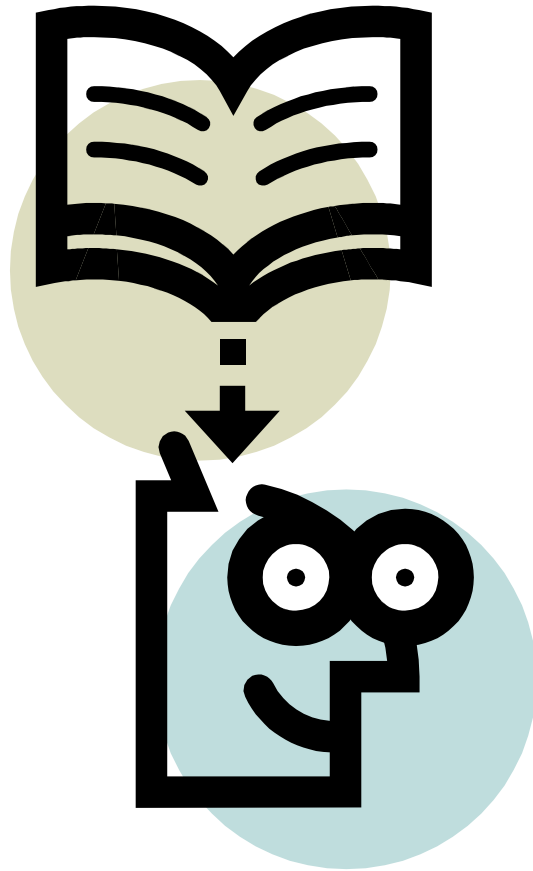
- Benjamin Bloom created this taxonomy for categorizing levels of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions. If students can determine the levels of questions that will appear on their exams, they will be able to study using appropriate strategies.






# Basics of Bloom's Taxonomy

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## Levels of Bloom's Taxonomy

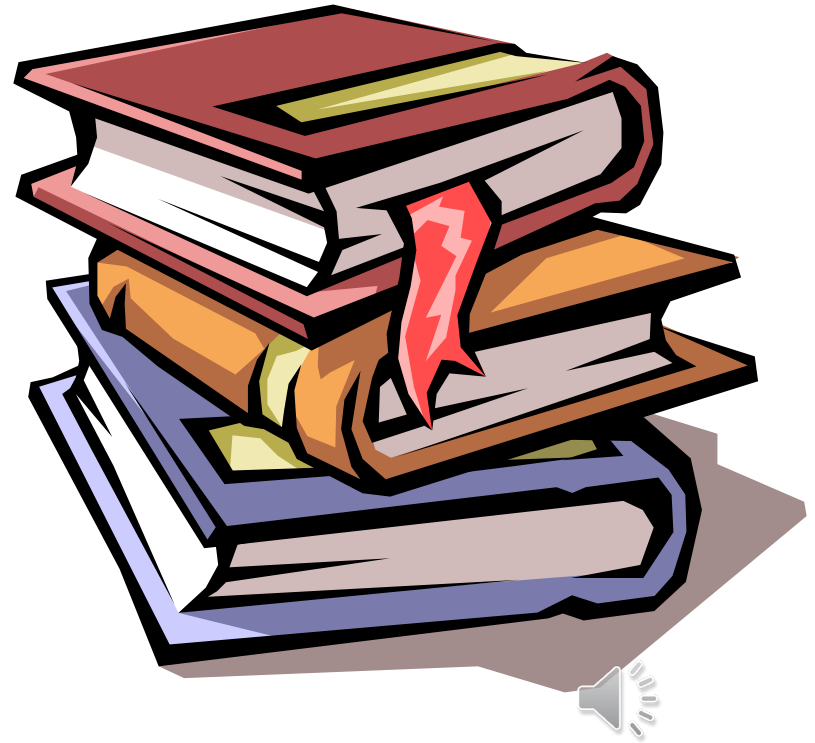
1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation 



# F.A.S.T. Fact

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- 60% of questions on the state reading assessment are above the comprehension level!





# Knowledge

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- Can recognize information, ideas, and principles in the approximate form in which they are learned.
- Key words: choose, find, list, outline, recall, circle, identify, match, underline, describe, label, name, repeat, state.





# Sample Knowledge Questions

- Can you remember?
- Can you choose \_\_\_\_\_ ?
- How would you identify \_\_\_\_\_ ?
- How would you define \_\_\_\_\_ ?
- When did \_\_\_\_\_ ?
- Which one \_\_\_\_\_ ?
- Who were \_\_\_\_\_ ?
- Why did \_\_\_\_\_ ?
- How would you recognize \_\_\_\_\_ ?
- How is (are) \_\_\_\_\_ ?





# Comprehension

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- Can understand the main idea of the material heard, viewed, or read. Is able to interpret or summarize the ideas in their own words.
- Key words: distinguish, elaborate, generalize, paraphrase, contrast, predict, describe, explain, clarify, discuss, estimate, calculate







# Sample Comprehension Questions



- Can you describe \_\_\_\_\_ ?
- How would you identify \_\_\_\_\_ ?
- Can you generalize how \_\_\_\_\_ ?
- How would you express \_\_\_\_\_ ?
- What can you predict about \_\_\_\_\_ ?
- What can you infer from \_\_\_\_\_ ?
- What did \_\_\_\_\_ look like?
- What facts or ideas demonstrate \_\_\_\_\_ ?





# Application

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- Is able to apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.
- Key words: demonstrate, prepare, determine, illustrate, participate, change, develop, adapt, solve, manipulate, apply, organize, use





# Sample Application Questions

- How would you change \_\_\_\_\_ ?
- How could you develop \_\_\_\_\_ ?
- How would you use the facts to investigate \_\_\_\_\_ ?
- How would you present \_\_\_\_\_ ?
- What other action would you choose to \_\_\_\_\_ ?
- What would result if \_\_\_\_\_ ?
- What actions would you take to perform \_\_\_\_\_ ?





# Analysis

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- Can break down a concept or idea into parts and show relationships among the parts.
- Key words: analyze, deduce, explain, outline, categorize, differentiate, inquire, classify, sequence, examine, transform, discriminate, chart, inspect, review





# Sample Analysis Questions

- Can you sort the parts \_\_\_\_\_ ?
- How is \_\_\_\_\_ related to \_\_\_\_\_ ?
- How would you explain \_\_\_\_\_ ?
- How would you document \_\_\_\_\_ ?
- What is the reason \_\_\_\_\_ ?
- What can you point out about \_\_\_\_\_ ?
- What explanation do you have for \_\_\_\_\_ ?
- What evidence can you list for \_\_\_\_\_ ?





# Synthesis

- Brings together parts (elements or compounds) of knowledge to form a whole and build relationships for new situations.
- Key words: create, arrange, design, plan, generate, blend, produce, combine, concoct, establish, invent





# Sample Synthesis Questions

- Can you imagine an alternative \_\_\_\_\_ ?
- Can you formulate \_\_\_\_\_ ?
- Can you predict the outcome if \_\_\_\_\_ ?
- Can you plan a way for the \_\_\_\_\_ ?
- How could you write a story about \_\_\_\_\_ ?
- What changes would you make to revise \_\_\_\_\_ ?
- What could be done to integrate \_\_\_\_\_ ?
- What would happen if \_\_\_\_\_ ?





# Evaluation

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- Makes informed judgments about the value of ideas or materials. Uses standards and criteria to support opinions and views
- Key words: agree, defend, judge, justify, assess, dispute, prioritize, criticize, rate, recommend, influence, test, verify







# Sample Evaluation Questions

- Based on what you know, what would you recommend?
- How could you prove \_\_\_\_\_ ?
- How would you grade \_\_\_\_\_ ?
- How would you decide \_\_\_\_\_ ?
- What is your opinion of \_\_\_\_\_ ?
- What would you cite to defend the actions of \_\_\_\_\_ ?
- What would you conclude about \_\_\_\_\_ ?





# What does this mean for you?

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- When talking with your child about his assignments, ask them questions from each level of Blooms.
- When helping them study, see if they are just memorizing verbatim, or if they actually understand the concepts  
(Key point in vocabulary and math)





# Practical Ideas for Home

Talk with the child about his school work.	Ask why he is studying a particular subject.	Ask him how something works, and why.	Become inquisitive, and encourage the same.
Be interested.	If you don't know, help him find the answer.	Help him, but don't do it for him.	Set an example by reading.



# Parents can make a difference

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- All information adapted from “FCAT Flip Charts, Critical Thinking Reference” by Florida Educational Tools, and from state supplied FCAT material.

