THE CITADEL
CENTER FOR EXCELLENCE AND INNOVATION IN TEACHING, LEARNING, AND DISTANCE EDUCATION

Using Bloom's Taxonomy in Assessment

The goal of an educator's using Bloom's taxonomy is to encourage higher-order thought in their students by building up from lower-level cognitive skills. Behavioral and cognitive learning outcomes are given to highlight how Bloom's taxonomy can be incorporated into larger-scale educational goals or guidelines. The key phrases can be used (e.g., Example Assessments) to prompt for these skills during the assessment process.

Cognitive Domains	**Remembering** *Recalling information*	**Understanding** *Explaining idea or concepts*	**Applying** *Using information in another situation*	**Analyzing** *Breaking information into parts*	**Evaluating** *Justifying a decision or course of action*	**Creating** *Generating a new idea or concept*
Assessments Aligned with the Bloom's Taxonomy Levels	• Definition(s) • Fill in the Blank • Listing • Matching • Multiple Choice • Pre/Post Test • True/False	• Biography • Diagramming • Discussion board • Labeling • Listing • Matching • Minute Paper • Multiple Choice • Outline • Presentation • Short Answer • Speech • Summary • True/False	• Compare • Contrast • Concept Map • Diagram • Demonstration • Essay • Illustration • Interview • Journal • Lab • Presentation • Pro/Con • Project • Report • Role Play • Simulation • Speech	• Brief • Case Study • Chart • Diagram • Discuss • Essay • Evaluation • Graphing • Illustration • Lab • Journal • Presentation • Project • Reflection • Report • Review • Survey • Speech • Spreadsheet	• Argument • Case Study • Discussion • Debate • Editorial • Essay • Journal • Lab • Peer Review • Presentation • Project • Reflection • Report • Research • Simulations • Speech	• Creative Writing • Collaborative Assignment • Experiment • Internship • Invention • Portfolio • Project • Proposal • Research • Service Learning

Adapted from: http://www.cmu.edu/teaching/assessment/basics/alignment.html