

Commentary on Bloom's Taxonomy

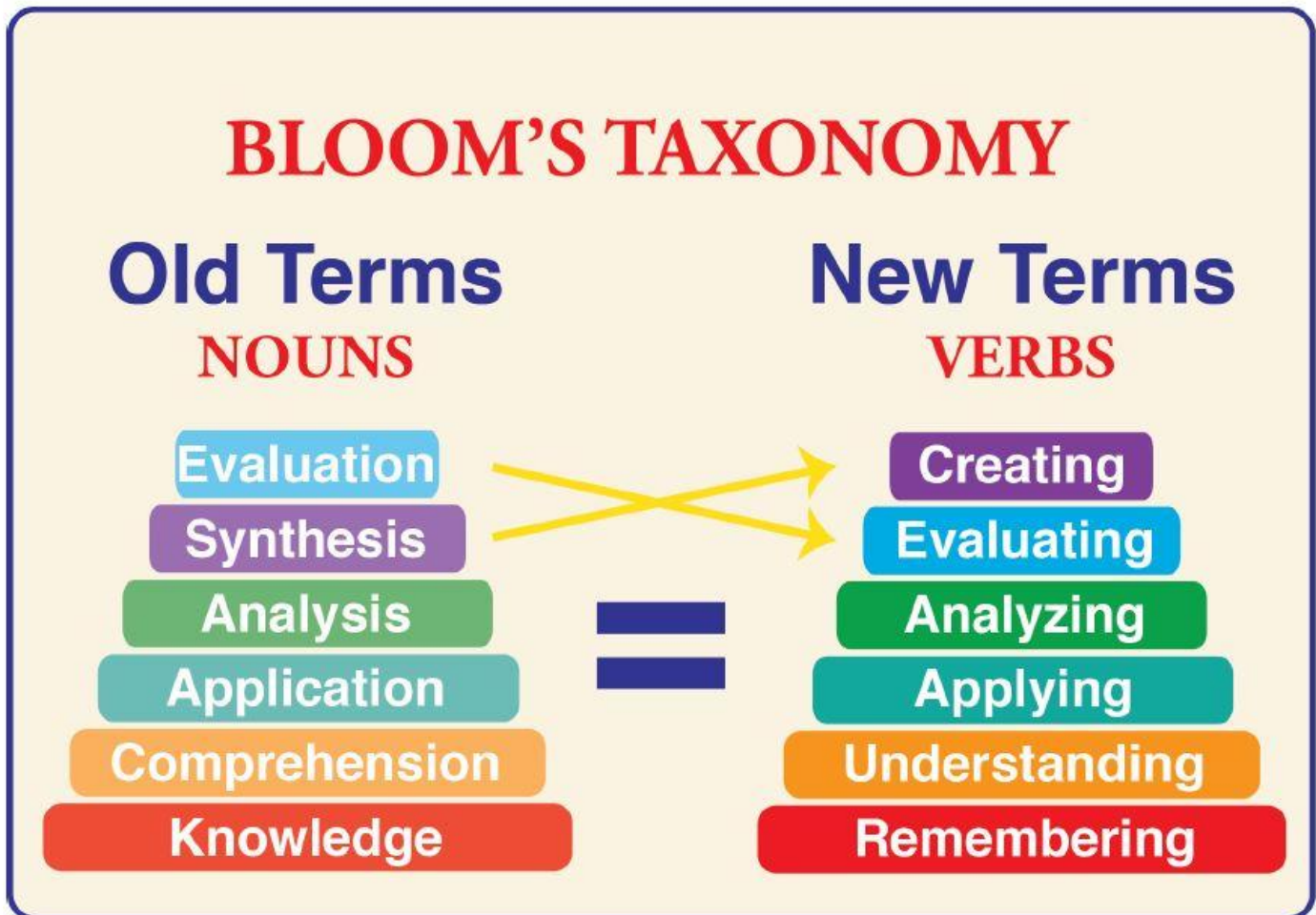
For a comparison and commentary of the original and revised Bloom's Taxonomy, go to the **Going Beyond** folder for Chapter 18 or scan the QR Code in the book.

**Whichever form of taxonomy you choose to use,
use it to foster Higher Order Thinking Skills.**

A revision to Bloom's Taxonomy is being used by some educators. It was developed by a group of cognitive psychologist lead by Lorin Anderson, a former student of Bloom.

The revised taxonomy has three major changes to the original taxonomy:

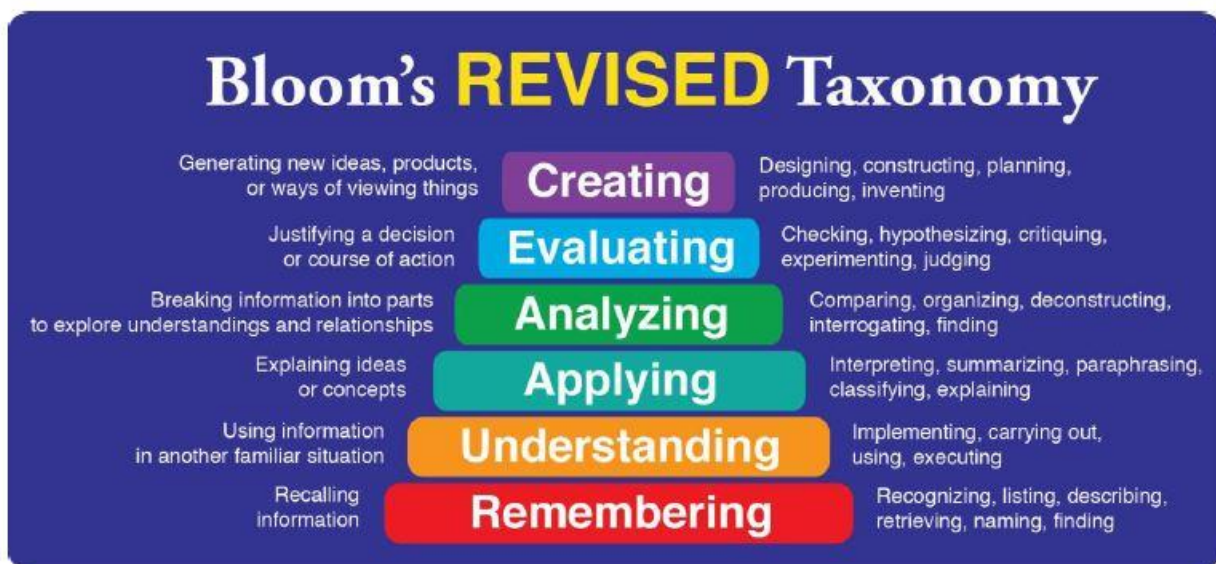
1. The order of the top two categories has been swapped.
2. Synthesis is now called Creating.
3. The names of the six categories have been changed from nouns to verbs making the new categories actions that are visible and measureable.



Commentary on Bloom's Taxonomy (continued)

New Taxonomy Terms and Student Thinking Required	
Creating	The student can create a new product or point of view.
Evaluating	The student can justify a stand or decision.
Analyzing	The student can distinguish between the different parts.
Applying	The student can use the information in a new way.
Understanding	The student can explain ideas or concepts.
Remembering	The student can recall or remember the information.

New Taxonomy Terms and Key Verbs to Demonstrate the Skill	
Creating	assemble, construct, create, design, develop, formulate, plan, produce
Evaluating	appraise, argue, defend, judge, select, support, value, evaluate, check, hypothesize, critique, judge
Analyzing	compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, organize, deconstruct, interrogate
Applying	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, implement, carry out, execute
Understanding	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, interpret, summarize
Remembering	define, duplicate, list, memorize, repeat, reproduce, state, recognize, describe, retrieve, name



Commentary on Bloom's Taxonomy (continued)



The six categories of the revised Bloom's Taxonomy are shown on a hallway bulletin board at the **Staten Island School of Civic Leadership** in New York City. While educators are embracing the revised taxonomy, it does not replace the original taxonomy. It's an alternative, just as the one proposed by **Robert Marzano** in 2001.

Thomas Guskey at the University of Kentucky was a student of Benjamin Bloom, like Lorin Anderson. He says, "I do not see how the revision presents any notable advantage over the original. It is more complex and less elegant, making it less applicable in certain instances. If readers would simply read the introduction to the original work, they will see that the revision addresses

those specific issues. Bloom once referred to the original Taxonomy as 'The most cited and least read book in all of education.' From my perspective, the original is about as good as it gets."

Anne Reeves, in her book, *Where Great Teaching Begins*, says, "The revision . . . must be used judiciously, as all charts, wheels, pyramids, and other displays of Bloom's ideas will include examples of types of thinking and related skills that some educators will find misleading if not downright wrong. Even when an example could be agreed upon as legitimate for one particular situation, it might be inappropriate for another. That is why it is essential to test each verb and noun for its accuracy as a description of student learning or assessment and to avoid taking the shortcut of assuming that if it's on a list, it must be right."

There is no question that the future will be built on those people who can create ideas and inventions that will be needed in an ever growing population with diminishing resources. These people operate at the higher levels of thinking most of their waking hours. The late Steve Jobs was as creative and inventive as anyone could be.

However, how often we have said to a child, "Oh what a beautiful drawing. You are so creative." Creativity without a sense of evaluating, analyzing, applying, understanding, and remembering is not creativity. As proof, access "The Crayola Curriculum" by **Mike Schmoker**. He observed over 300 classrooms and was shocked at the time children wasted who were coloring, rather than spending time on reading, math, and other serious academic endeavors. Use whichever Taxonomy you choose, but use it to foster Higher Order Thinking Skills—H.O.T.S.