



**6. Evaluation:** appraise, argue, assess, attach, choose compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

**5. Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

**4. Analysis:** analyze, appraise, calculate, categorize, compare, contrast, test, criticize, differentiate, discriminate, distinguish, examine, experiment, question.

**3. Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

**2. Understanding:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

**1. Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

The Bloom scale, formulated by a group of educational psychologists (Bloom et al., 1956), is a classification system for mental activities thought to facilitate learning (Modified from

<http://www.officeport.com/edu/blooms.htm>.) (Hoskins, notes on teaching, GC 4/9/2010)

One question to ask yourself when designing classroom activities, quizzes and exams is whether you are challenging students to engage at levels beyond the basics (level 1 and 2). Bloom found in a study that something like 95% of the exams he looked at (in the mid 20<sup>th</sup> century) only tested students at the most basic level, even though the faculty all said they wanted students to be able to engage at the higher levels.