LOW LEVE	THINKING SKILLS —		•					H LEVEL TH						
Remembering Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers. Key words: Key words:		finding in- Demonstrating acts and ideas.	Applying To use in a new situation. Solving problems by applying acquired knowl- edge, facts, techniques and rules in a different way.			Analyzing To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to sup- port generalisations.			Evaluating To justify. Presenting and defend- ing opinions by making judgements about information, validity of ideas or quality of work based on a set of crite- ria.			Creating To change or create into some- thing new. Compiling information to- gether in a different way by combining elements in a new pattern or proposing alternative solutions.		
		Key words:			Key words:			Key words:			Key words:			
Choose Observe Show Copy Omit Spell Define Quote State Duplicate Read Tell Find Recall Trace dow Recite What dentify Recognise When .abel Record Where .ist Relate Which .isten Remember Who .ocate Repeat Why Match Reproduce Write Vemorise Retell Name Select Select Select	Ask Extend Cite Generalise Classify Give exam Compare ples Contrast Illustrate Demon- illustrate strate Indicate Discuss Infer Estimate Interpret Explain Match Express Observe	e Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Administer A Apply A Associate O Build I Calculate I Choose I Choose I Classify L Connect I Correlation I Demonstrate O Develop I	Employ Experiment with Group Identify Illustrate Interview Link Make use of Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Aprange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discorer Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relation- ships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Test for Theme Comparing	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Criticise Debate Decide Decide Decide Defend Determine	Disprove Dispute Effective Estimate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why	Adapt Adapt Add to Build Change Comose Combine Compile Compose Construct Convert Create Delete Delete Design Develop Devise Discover Discover Elaborate	Estimate Experiment Extend Formulate Happen Hypothesise Imgine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Suppose Tabulate Test Theorise Think Transform Visualise
Actions: Outcome Describing Definition Finding Fact dentifying Label Listing List Locating Quiz Naming Reproduction Recognising Test Retrieving Workbook Worksheet	Classifying C Comparing E Exemplifying E Explaining L Inferring L Interpreting C Paraphrasing C Summarising S	xamples xplanation	Actions: Carrying out Executing Implementing Using	Dem Diary Illust Inter Journ Perfo Preso Sculp	trations view	Actions: Attributing Deconstructir Integrating Organising Outlining Structuring	At G Cr Da Gr M Re Sp	Dutcomes: ostract hart tecklist tabase raph obile port port pread sheet prevy	Actions: Attributing Checking Deconstructi Integrating Organising Outlining Structuring	Abst Chai Data Graj Mot Rep Spre	cklist abase ph oile ort ead sheet	Actions: Constructing Designing Devising Inventing Making Planning Producing	Adv Film Meo Pair Plar Proj Son	lia product / game ting ect g
Questions:	Questions:	,	Questions		ind to the	Question			Questio	Surv	νeγ	Questio	Stor	y
Can you explain what is happening what is meant? How vould you esplain what is happening what is meant? How would you classify the type of? How would you describe? How would you esplain? How would you esplain? How would you sommarise? What is? When did? When did? When did? When did? Which one? Who was? Who were the main? Why did? Bloom's Taxonomy: Teacher Planning Kit		How would you use? What examples can you find to? How would you solve using what you have learned? How would you organise to show? How would you show your understanding of? What approach would you use to? How would you apply what you learned to develop? What other way would you plan to? What elements would you choose to change? What questions would you ask in an inter- view with?			What are the parts or features of? How is related to? Why do you think? What is the theme? What motive is there? Can you list the parts? What inference can you make? What conclusions can you draw? How would you classify? How would you classify? How would you categorise? Can you identify the difference parts? What evidence can you find? What is the relationship between? Can you make a distinction between? What is the function of? What ideas justify?			Do you agree with the actions/outcomes? What is your opinion of? How would you prove/disprove? Can you assess the value/importance of? Would it be better if? Why did they (the character) choose? What would you rate the? What would you rate the character) choose? How would you cate to defend the ac- tions? How would you cate to defend the ac- tions? How would you evaluate? How would you determine? What choice would you have made? What choice would you have made? What choice would you have made? How would you select? How would you select? Based on what you know, how would you explain? What information would you use to sup- port the view? How would you justify? What data was used to make the conclu-			What changes would you make to solve? How would you improve? What would happen if? Can you elaborate on the reason? Can you propose an alternative? Can you propose an alternative? Can you invent? How would you dapt to create a different? How could you change (modify) the plot (plan)? What could be done to minimise (maximise)? What way would you design? Suppose you could what would you do? How would you test? Can you predict the outcome if? How would you estimate the results for? What facts can you compile? Can you prostruct a model that would change? Can you think of an original way for the?			

How Bloom's works with course level and lesson level objectives:

- Course level objectives are broad. You may only have 3-5 course level objectives. They would to be difficult to measure directly because they overarch the topics of your entire course.
- Lesson level objectives are what we use to demonstrate that a student has mastery of the course level objectives. We do this by building lesson level objectives that build toward the course level objective. For example, a student might need to demonstrate mastery 8 lesson level objectives in order to demonstrate mastery of one course level objective.
- Because the lesson level objectives directly support the course level objectives, they need to build up the Bloom's taxonomy to help your students reach mastery of the course level objectives. Use Bloom's Taxonomy to make sure that the verbs you choose for your lesson level objectives build up to the level of verb that is in the course level objective. The lesson level verbs can be below or equal to the course level verb, but they CANNOT be higher in level. For example, your course level verb might be an *Applying* level verb, "illustrate." Your lesson level verbs can be from any Bloom's level that is equal or below this level (applying, understanding, or remembering).

Steps towards writing effective learning objectives:

- 1. Make sure there is one measurable verb in each objective.
- 2. Each objective needs one verb. Either a student can master the objective, or they fail to master it. If an objective has two verbs (say, *define* and *apply*), what happens if a student can define, but not apply? Are they demonstrating mastery?
- 3. Ensure that the verbs in the course level objective are *at least* at the highest Bloom's Taxonomy as the highest lesson level objectives that support it. (Because we can't verify they can **evaluate**, if our lessons only taught them (and assessed) to **define**.)
- 4. Strive to keep all your learning objectives measurable, clear and concise.

Reference

Shabatura, J. (2013). Using bloom's taxonomy to write effective learning objectives. Retrieved from https://tips.uark.edu/using-blooms-taxonomy/