Bloom's Taxonomy for the Cognitive Domain

Benjamin Bloom created this taxonomy for categorizing the domains related to cognition and learning. Since he first developed this in 1956, there have been critiques and re-imaginings of this taxonomy, but this is the root work toward which critiques and discussions are addressed. You'll note that this Taxonomy of the Cognitive Domain[1] only addresses the area related to cognition and learning. There are two other domains that Bloom developed: the Affective (learning as it relates to the expressions of emotional states), and the Psychomotor (learning as it relates to manual skills and the body). Each of these three domains (cognitive, affective, psychomotor) are relevant for graduate attributes, and thus – learning outcomes of an art + design graduate.

The value of this taxonomy lies in its ability to highlight competencies, skills and the questions cues that may be used to elicit a student's learning. The taxonomies can fruitfully inform how we design learning outcomes, activities and projects that we can use to assess learning, and the assessments themselves.

Competence	Skills Demonstrated / Question Cues
Knowledge	- observation and recall of information - knowledge of dates, events, places - knowledge of major ideas - mastery of subject matter *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	- understanding information - grasp meaning - translate knowledge into new context - interpret facts, compare, contrast - order, group, infer causes - predict consequences *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	- use information - use methods, concepts, theories in new situations

---

[1] Adapted from: Bloom, B.S., ed. <u>Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain</u>. New York: Longman, 1956.

	• solve problems using required skills or knowledge • *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize