Assessment literacy series
Bloom's taxonomy
(6 of 12)

Bloom's taxonomy

Video at: www.trinitycollege.com/TESOL-AL

This video looks at Bloom's Taxonomy and how it can be applied to English language teaching and assessment.

0:09 – 1:50	Bloom's Taxonomy assessment overview	7:52 – 9:54	Demonstrating achievement with Bloom's Taxonomy
1:51 – 4:28	Questioning using Bloom's Taxonomy	9:55 – 12:55	Learning objectives with Bloom's Taxonomy
4:29 – 7:51	Bloom's Taxonomy in exam questions		

1. Before watching the video

a. Have you heard about Bloom's Taxonomy before and if so, what do you know about it?

b. Which of the following cognitive skills do you think is the most challenging? Insert each skill in the pyramid below with the most challenging at the top and the least demanding at the bottom.
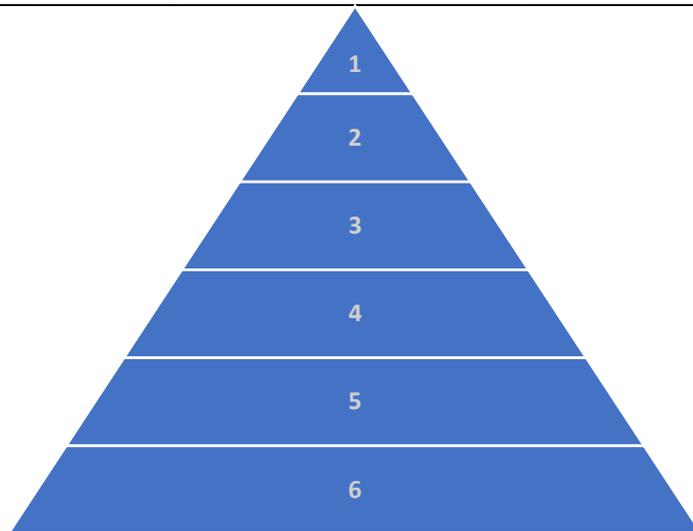
Apply

Remember

Evaluate

Understand

Create

Analyze

c. What do you think HOTS and LOTS are?

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2. During the video

a. Bloom's Taxonomy Assessment Overview (00:09)
Now watch the first part of the video (Bloom's Taxonomy Assessment Overview) and check your answers to questions in the 'Before watching' section.

b. Questioning using Bloom's Taxonomy (1:51) and Bloom's Taxonomy in exam questions (04:29)
Look at questions in each of the boxes below. Either answer one question in each box or both of them if you feel more confident

i. How does the teacher use Bloom's Taxonomy in his own teaching?

ii. How do you use Bloom's Taxonomy in your own teaching?

i. What is the 'Paris' example used for?

ii. How else could you illustrate the difference demonstrated by the 'Paris' example?

i. What are the GCSE and the Master's examples used for?

ii. What other course/exam examples can you think of that illustrate the same point as the GCSE and Master's examples?

i. What example is given to show how teachers can move from a lower order thinking skills activity to a higher order thinking skills activity?

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ii. Think of an example from your own practice where you've moved from a lower order cognitive processing activity to a higher order cognitive processing activity?

Now reflect. Which of the two questions in the boxes above was the most difficult and what skills were required to answer the different questions?

c. Demonstrating achievement with Bloom's Taxonomy (07:52) and Learning objectives with Bloom's Taxonomy (09:55)

Task One:
Make notes on what is said about demonstrating achievement and writing lesson objectives using Bloom's taxonomy.

Task Two:
When you have finished, use your notes to write a 3-4 line summary of the last two parts of the video.

Task Three:
Think about how you can apply some of these ideas to your own teaching.

Task Four:
Think about the different skills you've used for the different tasks in this section. What different cognitive skills were required for each of the above tasks? You may want to list more than one skill for each task.

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3. Discussion points

How could you use Bloom's Taxonomy when doing the following activities?

a) a roleplay

b) a reading comprehension exercise

c) essay writing

d) listening and note-taking

e) a vocabulary practice activity

f) a grammar practice activity

4. Further learning

If you want to learn more about this topic, look at these resources:

Books
Anderson, L.W., Krathwohl, D.R., (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. London: Longman.

Websites
http://www.cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf

Journal article
Krathwohl, D.R. (2002). 'A revision of Bloom's taxonomy: an overview.' *Theory into Practice*, 41(4), 212-218.