ELEMENTS OF DIFFERENTIATION
Bloom's Taxonomy

Understanding Bloom's Taxonomy (Bloom, 1956) will help you focus on moving all students toward higher levels of thinking, processing, and questioning. Initial instruction should focus on knowledge and comprehension. As students become competent with basic skills, our goal is to move students to more complex tasks (those that require thinking at higher levels), instead of simply more difficult tasks (those that require more time, skills, or knowledge).

Levels of Thinking	Processing Skills	Assessments/Products
Knowledge (I know.)	I remember. I know. I recall. I define.	Make a list, label a picture, fill in the blanks, match, write an article, recite, do a timeline.
Comprehension (I understand.)	I reword or retell. I summarize. I explain. I paraphrase.	Cut out or draw pictures to illustrate a concept, role-play, retell, give examples, write a summary as a news report.
Application (I use what I know.)	I research. I demonstrate how. I solve a problem. I perform.	Construct a model or diorama, write headlines, teach a lesson, design a brochure, give a demonstration.
Analysis (I break down information.)	I compare and contrast. I note relationships. I reason that . . . . I categorize.	Write a commercial, design a questionnaire, make a compare/contrast chart, create a flowchart.
Evaluation (I form and support opinions.)	I justify. I recommend. I predict. I critique.	Write a rubric, conduct a debate, compose persuasive arguments, give recommendations.
Synthesis (I use knowledge and skills to create something new.)	I plan. I infer. I propose. I invent.	Design a structure, create an invention, draw a cartoon, devise an experiment, write a song, poem, or story.

Note: The order of levels of thinking listed above reflects a revision that places Synthesis at a higher level than Evaluation. Another model by Krathwohl (2002) renames the levels as active verbs and sets the first three in a hierarchy from lowest to highest: *remember*, *understand*, and *apply*. The three higher-order levels are grouped together: *analyze*, *evaluate*, and *create*.