

Assessment, activity and resource matrix

Use the following table to identify appropriate assessments, learning activities and resources for each level of learning from Bloom's Taxonomy of Learning.

Level of learning	Sample behaviours	Indicative verbs	Appropriate assessments	Appropriate assessment instructions	Appropriate learning activities	Appropriate learning resources
<p>Knowledge</p> <p>Student recalls or recognises information, ideas and principles in the approximate form in which they were learned.</p>	<p>The student will define the 6 levels of Bloom's taxonomy.</p>	<ul style="list-style-type: none"> Recall Recognise Identify Exemplify Classify Summarise Infer Compare Explain 	<ul style="list-style-type: none"> Quiz Mid-term test Final exam Presentations Debates Role-play Written summary 	<ul style="list-style-type: none"> Recall or recognise terms, facts, and concepts Summarise readings, films, or speeches Compare and contrast two or more theories, events, or processes Classify or categorise cases, elements, or events using established criteria Paraphrase documents or speeches Find or identify examples or illustrations of a concept or principle 	<ul style="list-style-type: none"> Lecture Teacher's demonstration of the target task Guest speaker Student summary Presentations Online videos Interactive group exercises (matching exercises, debates, discussions, etc) 	<ul style="list-style-type: none"> Textbooks Papers Lecture notes Videos and Audios Websites and databases
<p>Comprehension</p> <p>Student translates, comprehends or interprets information based on prior learning.</p>	<p>The student will explain the purpose of Bloom's taxonomy.</p>					
<p>Application</p> <p>Student selects, transfers and uses data and principles to complete a problem or task with minimum direction.</p>	<p>The student will write an instructional objective for each level of Bloom's taxonomy.</p>	<ul style="list-style-type: none"> Apply Execute Implement Analyse Differentiate Organise Attribute 	<ul style="list-style-type: none"> Group/individual project Proposals/plans Case study analysis Concept maps Research assignment Role-play 	<ul style="list-style-type: none"> Use procedures to solve or complete familiar or unfamiliar tasks Determine which procedure(s) are most appropriate for a given task Discriminate or select relevant and irrelevant parts Determine how elements function together Determine bias, values, or underlying intent in presented material 	<ul style="list-style-type: none"> Teacher-guided practice activities Student independent hands-on practice (e.g., lab work and tutorials) Field trips Practice exercises (online and/or onsite) Simulations 	<ul style="list-style-type: none"> Simulations Videos Manuals Worked examples case studies
<p>Analysis</p> <p>Student distinguishes, classifies and relates the assumptions, hypotheses, evidence or structure of a statement or question.</p>	<p>The student will compare and contrast the cognitive and affective domains.</p>					
<p>Synthesis</p> <p>Student originates, integrates and combines ideas into a product, plan or proposal that is new to him or her.</p>	<p>The student will design a classification scheme for writing educational objectives that combines the cognitive, affective and psychomotor domains.</p>	<ul style="list-style-type: none"> Evaluate Check Critique Assess Create Generate Plan Produce Design 	<ul style="list-style-type: none"> Peer assessment Reflective journals/ essays Product review Group/individual project (capstone) Business plans 	<ul style="list-style-type: none"> Test, monitor, judge, or critique readings, performances, or products against established criteria or standards Make, build, design or generate something new 	<ul style="list-style-type: none"> Small group projects Capstone projects Reflections Development of products (business plans, a plan for an advertising campaign, etc.) 	<ul style="list-style-type: none"> All the above
<p>Evaluation</p> <p>Student appraises, assesses or critiques on a basis of specific standards and criteria.</p>	<p>The student will judge the effectiveness of writing objectives using Bloom's taxonomy.</p>					