

Bloom's Taxonomy and Task Design

Hard

Evaluation

(judge, critically appraise)

- strengths and weaknesses
- advantages and disadvantages
- give arguments for and against
- fitness for purpose
- value for money & value for effort
- compare and contrast
- consider evidence, bias etc

Synthesis

(create, design, invent)

- solve a problem
- write an essay, report, criticism ...
- design a leaflet, poster, presentation etc.
- give constructive suggestions for improvement in a given situation
- design a policy or strategy or device
- do a survey (eg with a questionnaire etc.)

Analysis

(consider the parts separately)

- analyse a situation, experiment, case study etc and describe what is happening.
- classify • categorise
- compare • deduce
- give reasons,
- give causes and effects

Application

(Doing after being shown how)

- apply • calculate
- use • punctuate

Comprehension

- explain • classify
- interpret • reorganise

Knowledge

- state • define
- recall • describe

Easy

A mix of mastery and developmental tasks is required

Mastery so that weaker students can succeed

Developmental to stretch the more able, and to ensure deep understanding for all students

Set a mix of these tasks for Q&A; lesson tasks; worksheets; assignments; etc

Developmental Tasks

E.g.

Evaluate the importance of full to high employment.

Report on the leisure time opportunities in Worcester City.

Characteristics:

- they are difficult
- they are highly dependent on prior learning
- * development is slow and requires considerable effort
- they create transferable learning of important thinking skills
- * they are more interesting, even to weak students
- they are vocationally and academically relevant
- they create deep learning

Mastery Tasks

E.g. Recognise and name the main constituents of a cell.

Copy and label a diagram of a power station

Characteristics:

- They are easy. 100% of students can get them 100% right!
- they are not dependent on prior learning
- They can be attained in a short time, perhaps minutes

5+
6

3

3

1+2