



CEDARVILLE CONNECTION

December 10, 2014

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Our mission at Cedarville Elementary School is:
To build a solid academic foundation and develop fundamental skills that will lead our students into a lifetime of success.

From the Desk of the Principal...

BLOOM'S TAXONOMY



Are you familiar with *Bloom's Taxonomy*? Benjamin Bloom was an educational psychologist. He is considered one of the fathers of modern education. In the mid-1950's he developed a model of the ways we learn, which would become known as *Bloom's Taxonomy*. If you ever hear someone, quite often educators, floating around terms such as "higher level thinking", "critical thinking", "higher order thinking skills", "depth of knowledge", or "depth of understanding", that individual is referencing Bloom.

What Benjamin Bloom really did was breakdown how we demonstrate our understanding into six distinct levels. Each of the levels builds upon the other and as they build, the learner is required to demonstrate with a more abstract thought process.

Bloom's Taxonomy includes six levels of understanding. Certain vocabulary can be used to trigger or identify the type of learning occurring. **More importantly, and the reason I am sharing, is that vocabulary can be used in questioning strategies to pull out desired responses or demonstrations of understanding.**

So why is some idea from nearly sixty years ago being shared? Because it is important for parents to know what and how (to what level of understanding) their child is grasping his/her learning. Being able to recall details just simply is not enough.

Below is the hierarchy for demonstrating understanding levels. Knowledge is the most basic. Following the terminology is a definition, examples of questioning strategies, and vocabulary used that trigger the desired level of response.

Knowledge At this level, students are asked to recall factual information in an objective manner. For example,
•"What is the biggest city in the USA?"
•"How many ounces in a pound?"
Vocabulary would include words such as...list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where.

Comprehension At this level, students are asked to demonstrate their understanding of the information. This may include interpreting facts, predict consequences, and translate knowledge into new context. For example,
•"How would you illustrate the water cycle?"
•"What is the main idea of this story?"
•"If I put these three blocks together, what shape do they form?"
Vocabulary would include words such as...summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.

Application At this levels, students are asked to use information, methods, concepts, theories in new situations. They may also be asked to solve problems. For example,
•"How would you use your knowledge of latitude and longitude to locate Greenland?"
•"What happens when you multiply each of these numbers by nine?"
•"If you had eight inches of water in your basement and a hose, how would you use the hose to get the water out?"
Vocabulary would include words such as...apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.

Analysis At this level, students use information to identify patterns or components, recognize hidden meanings, and organize part. For example,
•"What are the factors that cause snow?"
•"Why did the United States have the Civil War?"
•"Why do we call all these animals mammals?"

Vocabulary would include words such as...analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.

Synthesis At this level, students use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, and draw conclusions. For example, •“How would your life be different if you could breathe under water?”

•“Construct a tower one foot tall using only four blocks.”
 •“Formulate the problems that would arise if water contracted rather than expanded when frozen.”
 Vocabulary would include words such as...combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite.

Evaluation At this level, students assess values of theories, make choices based on reasoned argument, recognize subjectivity. The use of critical thinking is essential here. For example,

•“What story did you like the best?”
 •“Do you think that the pioneers did the right thing?”
 •“Why do you think Benjamin Franklin is so famous?”
 Vocabulary would include words such as...assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize



Lost and Found...

Please be sure to check our “Lost and Found” by the end of the day on December 19th, for any items your child may have lost. For this time of year *Lost and Found* is in the hallway next to the office.



Thanks to all who made our Winter Music Programs such memorable events...



Mark Your Calendar...

- Dec. 17: Canned Food Drive ends
- Dec. 18: **Class Holiday Parties**
- Dec. 19: End of Second Grading Period and First Semester
- Dec. 22- Jan. 5: Holiday Break – NO SCHOOL

