Study to Evaluate

Bloom's Revised Taxonomy

As students move through the cognitive domain categories of Bloom's Revised Taxonomy, they continue to develop their higher order thinking skills (HOTS). To build on their skills of analyzing, applying, understanding, and remembering, they must also be able to critique and make judgments about the value of ideas and information; in other words, evaluate.

Second Higher Order Thinking Skill: Evaluating

- Making judgments based on criteria.
- Cognitive processes associated with evaluating include checking, critiquing, discriminating, testing, and judging.
- Task words on assignments and assessments include justify, defend, critique, assess, argue, and support.

Study Strategies for Evaluating

- Generate a hypothesis or select the most effective solution to a problem.
  - What would Thomas Hobbes think or say about gun violence in the United States?
  - What would Karl Marx think or say about globalization?
  - What should the Canadian government be doing to improve reconciliation with Indigenous peoples?
  - How can a business use technology to achieve faster task completion?
  - How should a company collect feedback from users about their experience?
  - Why did a character choose to . . . ?
  - Judge the effectiveness of one thing and make suggestions for more efficiency.
  - How can something be improved?
  - How can we best solve a problem?
- Explain and justify decisions.
  - Do you agree with . . . ?
  - Why is a zero-base budget the right choice for this company?
  - Why should restorative justice be implemented in the Canadian criminal justice system?
  - How does Canada's two-tiered judicial system impact people affected by poverty?
  - What support or treatment should be implemented for a client who has experienced a traumatic event?
  - What set of criteria should be used to evaluate a software application?
- Determine the relevance of results.
  - Assess the importance of . . .
  - Appraise the relevance of . . .

Study Tools for Evaluating

- Cue cards or flash cards
  - A problem on the front and a solution on the back.
  - A "why" or "how" question on the front and an answer on the back.
- Visual tools
  - Create a graph or chart using results or data.
  - Use a Venn diagram to visualize two sides of an argument.
  - Construct a T-chart to organize and examine two arguments or theories.
  - Create a mind map to break down and organize opinions and hypotheses about a question or problem.
- Verbal tools
  - Explain your hypothesis or solution to a friend.
  - Practice justifying a choice, theory, or method out loud.
  - Have a debate with a peer and critique each other's arguments.
  - Write out an outline for an argument critiquing an idea or theory.

Monitor and Evaluate Your Strategies and Tools

- Identify which strategies and tools are helping you evaluate information.
  - Can I use information I have learned to make judgments, critique ideas, and generate hypotheses?
  - Am I able to explain my point of view and back it up with evidence from my learning?
- When strategies or tools are not helping, try something new.

Development

Being able to evaluate information is essential for students as they practice exercising good judgement about ideas that inform their perspectives or opinions on issues or topics. They can then use information in new and creative ways.

Once you feel confident that you can evaluate what you've learned, try to build on that skill by creating new original work!

Action
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering