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Session 6

C-EDUC5 (3 units)

ASSESSMENT in Learning 1

Fall Semester 2023

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The Bloom's Taxonomy of Cognitive Learning:

Updated

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P H I L I P P I N E S

Looking back...

Engaging Learners through Thinking

The foundation of learning is **THINKING.**

- ANALYTICAL
- CRITICAL

Looking back...

Learning Indicators of Analytical Thinking

ANALYTICAL Thinking

1. Breaking down ideas into smaller concepts
2. Identifying a problem
3. Comparing and contrasting concepts
4. Elaborating
5. Concluding

Looking back…

Learning Indicators of Critical Thinking

CRITICAL Thinking

1. Determining logical patterns
2. Evaluating a problem
3. Synthesizing relationships
4. Problem-solving
5. Decision-making

Looking back...

Analytical and Critical Thinking with Social Responsibility

SOCIAL COGNITIVISM

Critical Thinking

Life Skills

SOCIAL RESPONSIBILITY

Field
Observation with
Conscious
Understanding of
Situations

Functional
Actions of
Initiative on
Tasks
Harmoniously

Looking back...

Analytical and Critical Thinking with Social Responsibility

CATEGORIES OF SOCIAL RESPONSIBILITY

Spiritual	Psycho-emotional concern
Personal	Self as an agent of harmony
Ecological	Caring for the environment/nature
Economic	Wise use of resources & wealth
Digital	Constructive use of social media

Looking back…

SESSION 5

CONCLUSION

Analytical and critical thinking skills are foremost in training students to learn. As they are prepared for a more responsive and productive life ahead of them, they are exposed to reasoning, problem-solving, and creative work. Higher-order thinking questions and activities are the primary tools to assess their cognitive abilities.

Springboard question to ponder

Image 1: What is UNICEF doing to increase access to early learning among children in the Philippines?

(Source: Bayaya/ UNICEF Philippines, 2015: Online)

How can we know that students learn accurately, appropriately, and adequately?

Session 6

The Bloom's Taxonomy of Cognitive Learning: Updated

OBJECTIVES

1. Discuss the teaching-learning process in light of the updated Bloom's Taxonomy of Cognitive Skills;
2. Define the hierarchy of the cognitive skills with their corresponding performance indicators; and,
3. Determine observable learning outcomes across the cognitive abilities.

Gauging our Thinking Skills

What dog breed has this cutie?

Gauging our Thinking Skills

What do you know about this dog breed?

Gauging our Thinking Skills

How would you enjoy having this pet at home?

Gauging our Thinking Skills

How do you compare this dog breed with other types?

Gauging our Thinking Skills

Would you still want to bring home a Pomeranian? Why?

Gauging our Thinking Skills

How would you prepare the household when you decide to have this pet?

Gauging our Thinking Skills

Let's see the questions again

6. How would you prepare the household when you decide to have this pet?

5. Would you still want to bring home a Pomeranian? Why?

4. How do you compare this dog breed with other types?

3. How would you enjoy having this pet at home?

2. What do you know about this dog breed?

1. What dog breed has this cutie?

Topic 1

The Updated Bloom's Taxonomy of Cognitive Skills

Creating	6. How would you prepare the household when you decide to have this pet?
Evaluating	5. Would you still want to bring home a Pomeranian? Why?
Analyzing	4. How do you compare this dog breed with other types?
Applying	3. How would you enjoy having this pet at home?
Understanding	2. What do you know about this dog breed?
Remembering	1. What dog breed has this cutie?

Topic 1

The Updated Bloom's Taxonomy of Cognitive Skills

Creating	crafting a new meaning or structure
Evaluating	Making judgments about the significance of ideas
Analyzing	Separating concepts into component parts
Applying	Performing a rule or process as instructed
Understanding	Stating a definition in one's own words
Remembering	Recalling previously learned information

Topic 2

Bloom's Taxonomy of Cognitive Skills Indicators

creating	6. How would you prepare the household when you decide to have this pet?
evaluating	5. Would you still want to bring home a Pomeranian? Why?
analyzing	4. How do you compare this dog breed with other types?
applying	3. How would you enjoy having this pet at home?
understanding	2. What do you know about this dog breed?
remembering	1. What dog breed has this cutie?

Topic 2

Bloom's Taxonomy of Cognitive Skills Indicators

Remembering

- Cherry enumerates the parts of a lesson plan as previously studied in class.
- Peter recalls the countries in Southeast Asia.
- Lester specified the exact places they visited in their Boy Scout camping.

Topic 2

Bloom's Taxonomy of Cognitive Skills Indicators

Understanding

- Gina personally defines "technology" as a creative way of doing things.
- After learning the pattern, Homer expects that paper will turn black when burned.
- Chuck narrates what he did and experienced in the camp.

Topic 2

Bloom's Taxonomy of Cognitive Skills Indicators

Applying

- Alice gives a relevant example of the behavior of a good student, as discussed in Values Education.
- Jason is confident using isopropyl alcohol to clean CD lenses, which he learned from the internet.
- Bong can make a square knot by imitating the procedure he saw in the demonstration.

Topic 2

Bloom's Taxonomy of Cognitive Skills Indicators

Analyzing

- Fred describes the violations in playing sepak takraw after examining the rules and parts of the game.
- Nida compares the properties of acids and bases to how they react to some materials.
- Peter identifies the differences between the square knot and the twisted knot.

Topic 2

Bloom's Taxonomy of Cognitive Skills Indicators

Evaluating

- Bryan explains that conserving water is vital for health and wealth.
- In a debate, Belle defends that the K-12 program is very advantageous in the improvement of skills and competencies of the students before college.
- Paul explains why a square knot is better than a twisted knot in making a basket.

Topic 2

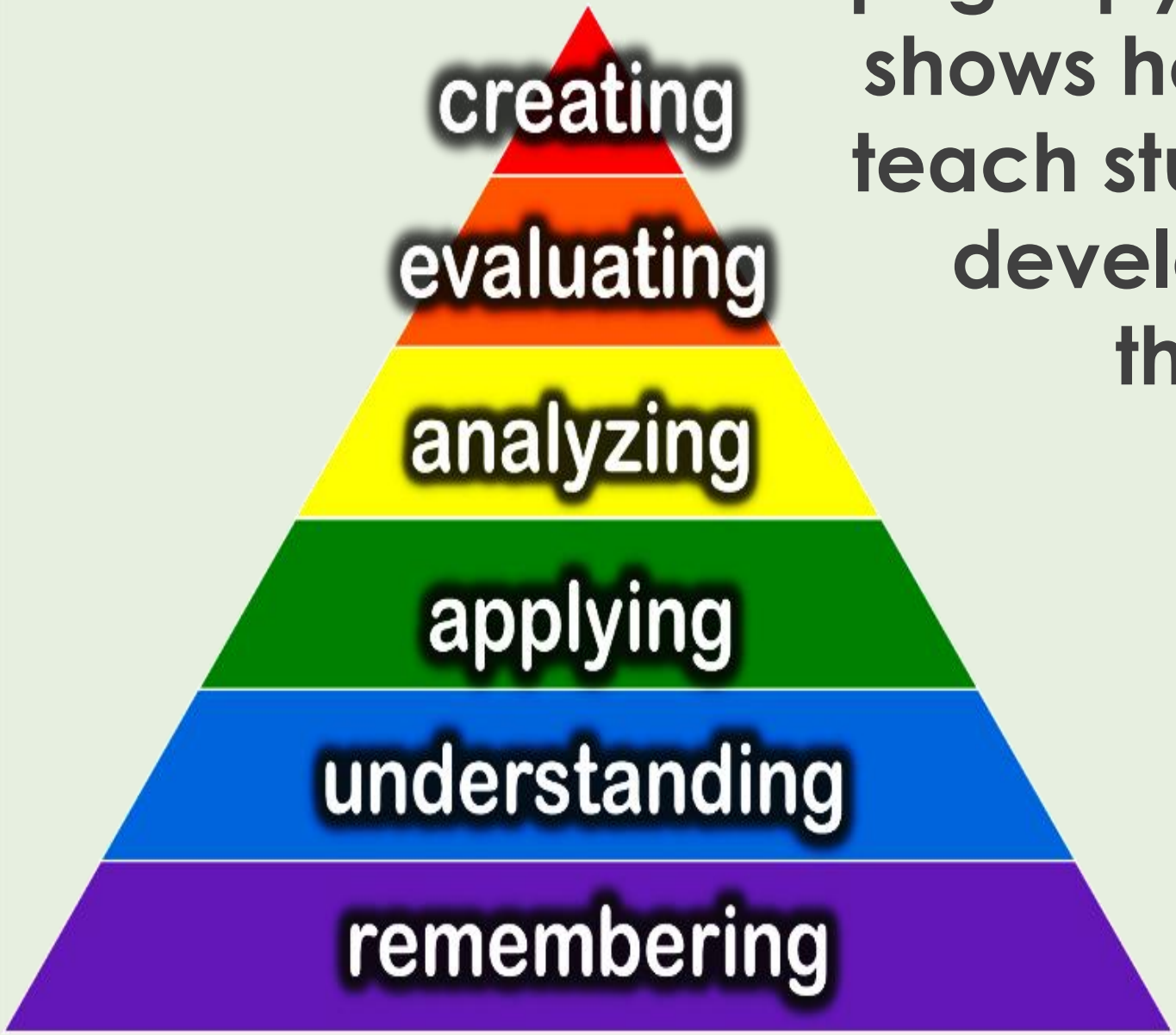
Bloom's Taxonomy of Cognitive Skills Indicators

Creating

- Emily does a new pork barbecue recipe using papaya extract as a natural meat tenderizer.
- Irma uses recycled tetra-packs of juice drinks as alternative materials in making bags and baskets.
- The boys make their own version of a basket using recycled materials in square knots.

Topic 3

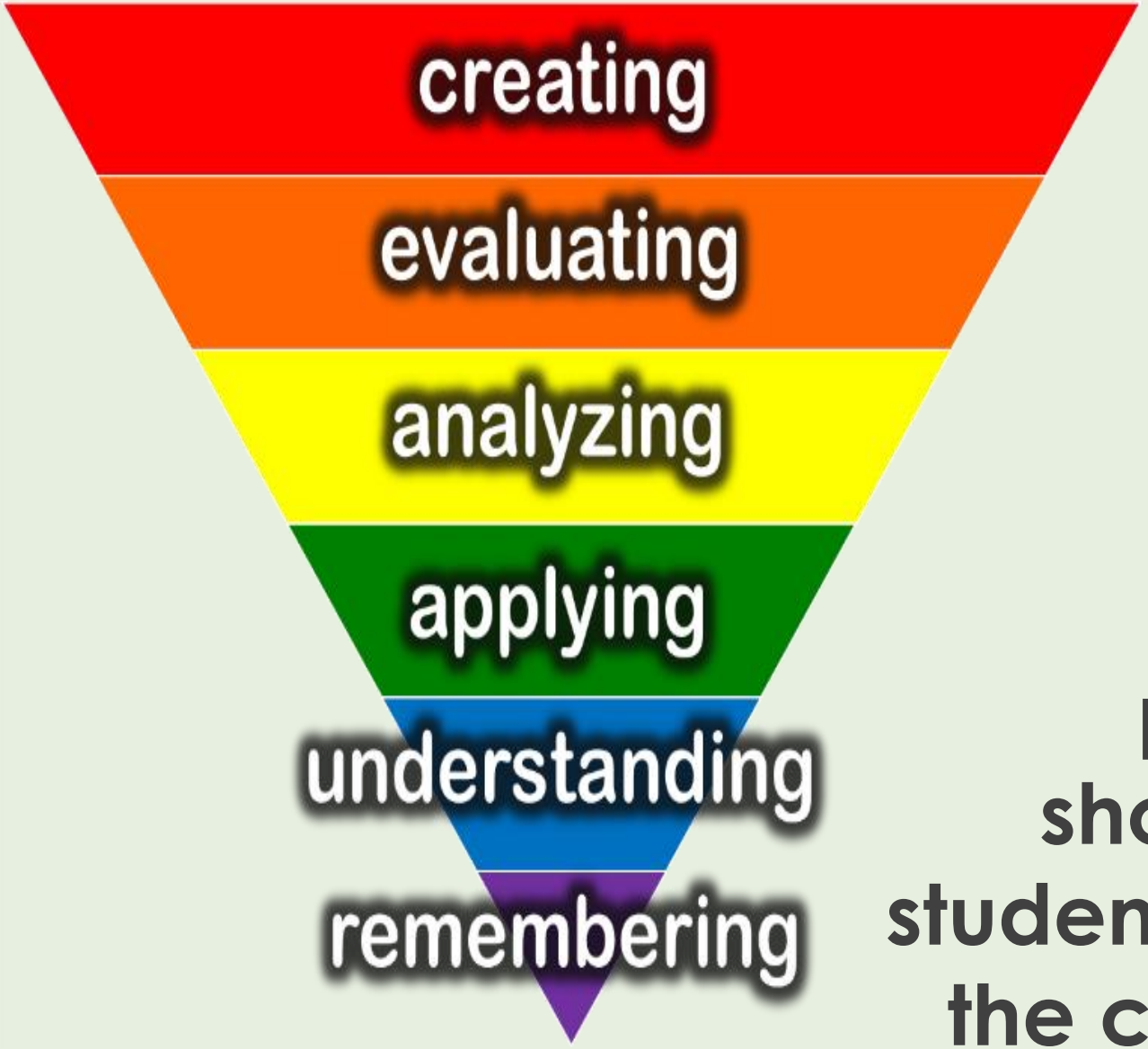
What's with the Pyramid?



Upright pyramid shows how we teach students develop the thinking Skills.

Topic 3

What's with the Pyramid?



Inverted pyramid shows how students apply the cognitive skills in real life.

Let's assess your learning of the 6 cognitive skills

Name the HIGHEST cognitive skill involved in every situation.

____1. Names the parts of a lever in the diagram

____2. Explains how a poem relates to a song

____3. Criticizes the consequences of corruption

____4. Solves a Math problem using the given formula

Let's assess your learning of the 6 cognitive skills

Name the HIGHEST cognitive skill involved in every situation.

____5. Shows the proper time using a clock model

____6. Devises own tool for cleaning computer units

____7. Characterizes metalloids in a different approach

____8. Discusses the distinction between urban and rural communities

Let's evaluate your answers.

Name the HIGHEST cognitive skill involved in every situation.

REM 1. Names the parts of a lever in the diagram

ANA 2. Explains how a poem relates to a song

EVA 3. Criticizes the consequences of corruption

APP 4. Solves a Math problem using the given formula

Let's evaluate your answers.

Name the HIGHEST cognitive skill involved in every situation.

APP 5. Shows the proper time using a clock model

CRE 6. Devises own tool for cleaning computer units

UND 7. Characterizes metalloids in a different approach

ANA 8. Discusses the distinction between urban and rural communities

Session 6

The Bloom's Taxonomy of Cognitive Learning: Updated

CONCLUSIONS

Bloom's Taxonomy of Cognitive Outcomes guides teachers in designing teaching-learning activities according to the hierarchy of thinking.

Following the system teaches learners to develop their thinking skills gradually.

The teachers are directed to state learning outcomes and derive assessment tools based on the taxonomy to assess learning systematically.

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The Bloom's Taxonomy of Cognitive Learning: Updated

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