

REVIEWER'S REPORT

Manuscript No.: IJAR-52687

Date: July 9, 2025

Title: BLOOM TAXONOMY VERSUS TOBON TAXONOMY

Recommendation:

Accept as it is

Accept after minor revision.....x.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		x		
Techn. Quality		x		
Clarity		x		
Significance		x		

Reviewer Name: **Prof. Dr. Mario A. Fetalver, Jr.**

Date: July 9, 2025

Reviewer's Comment for Publication.

This manuscript provides a compelling comparative analysis of Bloom and Tobón's taxonomies in the context of Dominican education. The alignment of theoretical constructs with pedagogical practice is commendable. Refining the methodology section and improving APA formatting in references will significantly strengthen

Detailed Reviewer's Report

Criteria	Commendation	Revision Needed
TITLE	The title is clear, concise, and captures the comparison focus of the paper, using recognizable and relevant educational terminology.	Consider making it more descriptive or contextual, such as adding the setting ("...in Dominican Education") to increase its relatability for international readers.
ABSTRACT	The abstract provides the research question, methodology, and major findings in a concise way. It ends with a useful implication and a call for further research.	The abstract can be further improved by clearly stating the objective and explicitly naming the method as "qualitative with dialectical hermeneutic design." Mention specific implications for practice or policy.
KEYWORDS	Keywords are relevant and align with the study's scope (e.g., taxonomy, teaching, evaluation).	Should be 5 keywords arranged in alphabetical order and separated by semicolons. Add one more keyword such as "competency-based learning."
INTRODUCTION	The introduction provides useful context about competency-based education in the Dominican Republic. It effectively links the importance of the topic to curriculum implementation.	Needs clearer articulation of the research gap. Use APA citations for literature support (e.g., Senge, 1990). Consider integrating the RRL and clearly stating the purpose at the end of the introduction.

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METHODOLOGY	The methodology clearly identifies a qualitative, dialectical-hermeneutic approach. The use of textual interpretation is fitting.	Lacks detail on sampling, data sources (e.g., which texts were analyzed), and steps of data analysis. No mention of ethical considerations. These must be added to improve rigor and replicability.
RESULTS AND DISCUSSION	Rich comparative content of Bloom and Tobón with well-listed indicator verbs. The integration of a detailed table provides insight into similarities and differences.	Avoid overly long verb listings and consider summarizing with examples. Separate data (results) from interpretations (discussion) more distinctly. Enhance discussion with citations from recent works (2019–2024).
CONCLUSION	Thoughtful reflections linking the two taxonomies to real-world classroom implementation. Discusses implications for education and policy.	Refrain from repeating prior sections. Include more precise recommendations and mention the relevance to teachers and curriculum planners. Condense redundant ideas.
REFERENCES	Uses various source types (journal articles, books, websites). Some entries follow APA 7th edition (e.g., Shabatura, 2022; Senge, 1990).	Many sources lack correct formatting (no DOIs, incomplete links, inconsistent capitalization). Avoid repeated or outdated sources. Minimum of 15 properly formatted references, with at least 10 recent journal articles (from 2019 onwards). Use tinyurl for long URLs. Cite all in-text references properly.
GRAMMAR & ORIGINALITY	Generally clear and readable; displays understanding of both taxonomies.	Contains minor grammar issues (e.g., tense usage, run-on sentences). Ensure Grammarly score is 85%+. No originality check (Turnitin) was mentioned – similarity should be <20%.
TABLES, FIGURES, EQUATIONS	One major comparative table is useful and informative.	Follow formatting standards: Table title must be above the table, font size 8, no vertical lines, only three horizontal lines. Use MS Word table editor, not image. Ensure consistent formatting.
STATISTICAL RESULTS	Not applicable – qualitative study.	None needed; but explicitly note that it's a non-statistical study.