1. Bloom's Taxonomy consists of three types of learning domains; Cognitive (mental skills, ie Knowledge), Affective (growth in feelings or emotional areas, ie. Attitude) & Psychomotor (manual or physical skills, ie. Skills).  Specifically for this discussion, we will be looking at the Cognitive domain, which consists of knowledge and the development of intellectual skills (Bloom's Taxonomy, Reading 2).  There are six levels identified in the Cognitive domain, which are Knowledge, Comprehension, Analysis, Application, Synthesis & Evaluation.

The 6 Facets of Understanding are broken down into Explanation, Interpretation, Application, Perspective, Empathy & Self-Knowledge.  In their book 'Understanding by Design', Wiggins & McTighe state that true understanding is revealed by a person's ability to present an idea within these six facets.

Both of these deal generally with an individual's ability to understand or learn.  Bloom believes that you can measure the level of an individual to understand by assessing the ability to recall information (knowledge), understand the meaning of instructions and problems (comprehension), use a concept in a new situation (application), separate materials/concepts into component parts so its structure may be understood (analysis), build a structure or pattern from diverse elements (synthesis), and make judgments about the value of ideas or materials (evaluation).  A person's ability to correctly perform these six levels is an example of knowledge and intellectual skill.  Similarly, the more an individual can prove their ability of explaining an idea using the six facets of understanding, the better we can assess their ability of true understanding.

However, there is one big difference between these models.  Bloom's levels in cognitive domain are connected, they are listed in order from the simplest to most complex behavior.  In order to be able to master the next step, one must have already mastered the step before it.  They are not mutually exclusive, each level builds upon the one before it and when you reach the final stage, in this case evaluation, then will have proven your knowledge or intellectual skill.  Conversely, the six facets are a way for someone to assess your level of understanding, but all six levels do not need to be present to form an assessment.  It may be entirely possible for an individuals understanding to be proven through only 2 or 3 of the facets, the six are just an template that one can use to identify understanding.
2. The Six Facets of Understanding are most comparable to Bloom’s original Taxonomy at the cognitive domain level because both models use nouns to describe the stages, whereas Bloom’s revised Taxonomy uses verbs. The biggest difference between Bloom’s Taxonomy and the Six Facets, I think, is that the six facets model takes this process further, to a slightly more sophisticated level. For instance, Bloom’s Taxonomy begins with knowledge” as its base layer where students are expected to “recall data or information. The Six Facets, on the other hand, set the bar a bit higher, aiming for “a mature understanding” that is distinct from something called “knowledge” or repeatable facts. The Six Facets take it up a notch by establishing the foundation in “explanation.” The verbs that call students to action in the first category of each model demonstrate this difference. In Bloom’s, students should recall, recite, or quote” whereas the first stage of six facets asks students to “understand why, explain or justify.

Moving forward, however, I think the two models are pretty consistent. Bloom’s “Comprehension, Application, and Analysis” stages are quite similar to facets two through five: “Interpretation, Application, and Perspective.” Another similarity is that Bloom’s fifth stage, “Synthesis” seems to be related to the third stage, “Application,” in the same way that facet four and five, “Perspective” and “Empathy,” are two sides of the same coin.

Both of these models are useful frameworks to inform students of teacher expectations. A final difference between the two, however, is the Six Facets’ attempt, by the end, to stop dictating the learning process so heavily, or as “Teaching to Elicit Higher Levels of Thinking” puts it, “getting out of student way.” Like the sixth facet of understanding, “self-knowledge,” this implies a need to structure some personal experience that guarantees introspective self-assessment. So, while the Six Facets include this process, Bloom’s taxonomy lacks the “capstone” of effective learning design.