



Bloom's Taxonomy "Revised"

Key Words, Model Questions, & Instructional Strategies

Bloom's Taxonomy (1956) has stood the test of time. Recently Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. This reference reflects those recommended changes.

I. REMEMBER (KNOWLEDGE)

(shallow processing: drawing out factual answers, testing recall and recognition)

Verbs for Objectives

choose
describe
define
identify
label
list
locate
match
memorize
name
omit
recite
recognize
select
state

Model Questions

Who?
Where?
Which One?
What?
How?
What is the best one?
Why?
How much?
When?
What does It mean?

Instructional Strategies

Highlighting
Rehearsal
Memorizing
Mnemonics

II. UNDERSTAND (COMPREHENSION)

(translating, interpreting and extrapolating)

Verbs for Objectives

classify
defend
demonstrate
distinguish
explain
express
extend
give example
illustrate
indicate
interrelate
interpret
infer
judge
match
paraphrase
represent
restate
rewrite
select

Model Questions

State in your own words.
Which are facts?
What does this mean?
Is this the same as . . . ?
Give an example.
Select the best definition.
Condense this paragraph.
What would happen if . . . ?
State in one word . . .
Explain what is happening.
What part doesn't fit?
Explain what is meant.
What expectations are there?
Read the graph (table).
What are they saying?
This represents. . .
What seems to be . . . ?
Is it valid that . . . ?
What seems likely?
Show in a graph, table.

Instructional Strategies

Key examples
Emphasize connections
Elaborate concepts
Summarize
Paraphrase
STUDENTS explain
STUDENTS state the rule
"Why does this example. . . ?"
create visual representations
(concept maps, outlines, flow
charts organizers, analogies,
pro/con grids) **PRO|CON**
*NOTE: The faculty member can
show them, but they have to do it.*
Metaphors, rubrics, heuristics

show
summarize
tell
translate

Which statements support . . . ?
What restrictions would you add?

III. APPLY

(Knowing when to apply; why to apply; and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students)

Verbs for Objectives

apply
choose
dramatize
explain
generalize
judge
organize
paint
prepare
produce
select
show
sketch
solve
use

Model Questions

~~Predict what would happen if~~
Choose the best statements that apply
Judge the effects
What would result
Tell what would happen
Tell how, when, where, why
Tell how much change there would be
Identify the results of

Instructional Strategies

~~Modeling~~
Cognitive apprenticeships
“Mindful” practice – NOT just a “routine” practice
Part and whole sequencing
Authentic situations
“Coached” practice
Case studies
Simulations
Algorithms

IV. ANALYZE (breaking down into parts, forms)

Verbs for Objectives

analyze
categorize
classify
compare
differentiate
distinguish
identify
infer
point out
select
subdivide
survey

Model Questions

What is the function of . . . ?
What's fact? Opinion?
What assumptions. . . ?
What statement is relevant?
What motive is there?
Related to, extraneous to, not applicable.
What conclusions?
What does the author believe?
What does the author assume?
Make a distinction.
State the point of view of . . .
What is the premise?
State the point of view of . . .
What ideas apply?
What ideas justify the conclusion?
What's the relationship between?
The least essential statements are
What's the main idea? Theme?
What inconsistencies, fallacies?
What literary form is used?
What persuasive technique?

Instructional Strategies

Models of thinking
Challenging assumptions
Retrospective analysis
Reflection through journaling
Debates
Discussions and other collaborating learning activities
Decision-making situations

Implicit in the statement is . . .

V. EVALUATE (according to some set of criteria, and state why)

Verbs for Objectives

appraise
judge
criticize
defend
compare

Model Questions

What fallacies, consistencies, inconsistencies appear?
Which is more important, moral, better, logical, valid, appropriate?
Find the errors.

Instructional Strategies

Challenging assumptions
Journaling
Debates
Discussions and other collaborating learning activities
Decision-making situations

VI. CREATE (SYNTHESIS)

(combining elements into a pattern not clearly there before)

Verbs for Objectives

choose
combine
compose
construct
create
design
develop
do
formulate
hypothesize
invent
make
make up
originate
organize
plan
produce
role play
tell

Model Questions

How would you test. . . ?
Propose an alternative.
Solve the following.
How else would you . . . ?
State a rule.

Instructional Strategies

Modeling
Challenging assumptions
Reflection through journaling
Debates
Discussions and other collaborating learning activities
Design
Decision-making situations

Web References:

- <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>
- <http://www.fwl.org/edtech/blooms.html>
- <http://apu.edu/~bmccarty/curricula/mse592/intro/tsld006.htm>
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- <http://quarles.unbc.edu/lsc/bloom.html>
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References:

Anderson, L. W. & Krathwohl, D. R. (2001). *A Taxonomy for learning, teaching, and assessing.*

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners.* New York: Longmans.

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