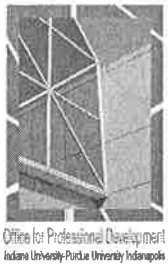

Bloom's Taxonomy "Revised"
Key Words, Model Questions, & Instructional Strategies

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	Model Questions	Instructional Strategies
choose	Who?	Highlighting
describe	Where?	Rehearsal
define	Which One?	Memorizing
identify	What?	Mnemonics
label	How?	
list	What is the best one?	
locate	Why?	
match	How much?	
memorize	When?	
name	What does It mean?	
omit		
recite		
recognize		
select		
state		

II. UNDERSTAND (COMPREHENSION)

(translating, interpreting and extrapolating)

Verbs for Objectives	Model Questions	Instructional Strategies
classify	State in your own words.	Key examples
defend	Which are facts?	Emphasize connections
demonstrate	What does this mean?	Elaborate concepts
distinguish	Is this the same as. . .?	Summarize
explain	Give an example.	Paraphrase
express	Select the best definition.	STUDENTS explain
extend	Condense this paragraph.	STUDENTS state the rule
give example	What would happen if . . .?	"Why does this example. . .?"
illustrate	State in one word . . .	create visual representations
indicate	Explain what is happening.	(concept maps, outlines, flow
interrelate	What part doesn't fit?	charts organizers, analogies,
interpret	Explain what is meant.	pro/con grids) PRO| CON
infer	What expectations are there?	*NOTE: The faculty member can*
judge	Read the graph (table).	*show them, but <u>they</u> have to do it.*
match	What are they saying?	Metaphors, rubrics, heuristics
paraphrase	This represents. . .	
represent	What seems to be . . .?	
restate	Is it valid that . . .?	
rewrite	What seems likely?	
select	Show in a graph, table.	
show	Which statements support . . ?	
summarize	What restrictions would you add?	
tell		
translate		

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	Model Questions	Instructional Strategies
apply	Predict what would happen if	Modeling
choose	Choose the best statements that	Cognitive apprenticeships
dramatize	apply	"Mindful" practice – NOT just a
explain	Judge the effects	"routine" practice
generalize	What would result	Part and whole sequencing
judge	Tell what would happen	Authentic situations
organize	Tell how, when, where, why	"Coached" practice
paint	Tell how much change there	Case studies
prepare	would be	Simulations
produce	Identify the results of	Algorithms
select		
show		
sketch		
solve		
use		

IV. ANALYZE (breaking down into parts, forms)

Verbs for Objectives	Model Questions	Instructional Strategies
analyze	What is the function of . . .?	Models of thinking
categorize	What's fact? Opinion?	Challenging assumptions
classify	What assumptions. . .?	Retrospective analysis
compare	What statement is relevant?	Reflection through journaling
differentiate	What motive is there?	Debates
distinguish	Related to, extraneous to, not	Discussions and other
identify	applicable.	collaborating learning activities
infer	What conclusions?	Decision-making situations
point out	What does the author believe?	
select	What does the author assume?	
subdivide	Make a distinction.	
survey	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?	
	Implicit in the statement is . . .	

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

Verbs for Objectives	Model Questions	Instructional Strategies
appraise	What fallacies, consistencies,	Challenging assumptions
judge	inconsistencies appear?	Journaling
criticize	Which is more important, moral,	Debates
defend	better, logical, valid, appropriate?	Discussions and other
compare	Find the errors.	collaborating learning activities
		Decision-making situations

VI. CREATE (SYNTHESIS)

(combining elements into a pattern not clearly there before)

Verbs for Objectives	Model Questions	Instructional Strategies
choose	How would you test. . .?	Modeling
combine	Propose an alternative.	Challenging assumptions
compose	Solve the following.	Reflection through journaling
construct	How else would you . . .?	Debates
create	State a rule.	Discussions and other
design		collaborating learning activities
develop		Design
do		Decision-making situations
formulate		
hypothesize		
invent		
make		
make up		
originate		
organize		
plan		
produce		
role play		
tell		

Web References:

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John Maynard, University of Texas, Austin
Marilla Svinicki, University of Texas, Austin

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Class: *This is the grade level or the class*		
Previous Unit:	**Current Unit:**	**Next Unit:**
Industry Standards:	**CCRS:** *Common Core Reading and/or Writing Standard*	**CCMS:** *Common Core Math Standard*
Essential Questions: *These are open-ended, thought provoking, higher-order questions that point toward important, transferable ideas within and possibly across disciplines.*		**Anchor Text(s):** • *What the students read to accomplish this standard* • *There could be several reading sources*
Measurable Unit Objectives: *After defining your standards, develop* ***S**pecific* ***M**easurable* ***A**ttainable* ***R**elevant* ***T**argeted* *outcomes for desired academic results and appropriate to the learners*	**Learning Targets/I Can Statements:** *"I can" statements are learning targets for the students, they:* 1. *Link the objectives to the unit within a daily lesson* 2. *Designed to partner with students and help students "know" the learning expectations* 3. *Written in student friendly language*	**Essential Vocabulary:** *Vocabulary that students need to know for success in this unit and future instruction. This vocabulary will be purposefully taught and might become part of the assessment.*
Instructional Strategies: *What will you do in the classroom to help the students hit the learning targets?*	**Assessments:** *An assessment can easily be created from the learning targets and essential vocabulary. Assessments can be performance-based or paper-pencil.*	**Instructional Technology:** *What technology tools will you use to help the students hit the learning targets?*

Class:		
Previous Unit:	**Current Unit:**	**Next Unit:**
Industry Standards:	**CCRS:**	**CCMS:**
Essential Questions:		**Anchor Text(s):**
Measurable Unit Objectives:	**Learning Targets/I Can Statements:**	**Essential Vocabulary:**
Instructional Strategies:	**Assessments:**	**Instructional Technology:**