Revised Bloom's Taxonomy\textsuperscript{1, 2}

Background
Benjamin Bloom created the Taxonomy of Educational Objectives in 1956 as a means of expressing qualitatively different kinds of thinking. Bloom’s Taxonomy has since been adapted for classroom use as a planning tool and continues to be one of the most universally applied models across all levels of schooling and in all areas of study.

The Revised Bloom's Taxonomy
During the 1990s, Lorin Anderson (a former student of Benjamin Bloom) led a team of cognitive psychologists in revisiting the taxonomy to examine the relevance of the taxonomy as we enter the 21\textsuperscript{st} century. As a result of the investigation, a number of significant improvements were made to the existing structure.

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\textsuperscript{2} Schultz, Lynn. Old Dominion University. http://www.odu.edu/educ/llschult/blooms_taxonomy.htm
Revised Bloom’s Taxonomy – Categories (from less to more complex)

REMEMBER
Recognize, list, describe, identify, retrieve, name, ...
Can the student RECALL information?

- **Recognize**
  Locate knowledge in memory that is consistent with presented material.
  Synonyms: Identify, ...
- **Recall**
  Retrieve relevant knowledge from long-term memory.
  Synonyms: Retrieve, name, ...

UNDERSTAND
Interpret, exemplify, summarize, infer, paraphrase, ...
Can the student EXPLAIN ideas or concepts?

- **Interpret**
  Change from one form of representation to another
  Synonyms: Paraphrase, translate, represent, clarify, ...
- **Exemplify**
  Find a specific example or illustration of a concept or principle
  Synonyms: Instantiate, illustrate, ...
- **Classify**
  Determine that something belongs to a category (e.g., concept or principle).
  Synonyms: Categorize, subsume, ...
- **Summarize**
  Draw a logical conclusion from presented information.
  Synonyms: Abstract, generalize, ...
- **Infer**
  Abstract a general theme or major point
  Synonyms: Extrapolate, interpolate, predict, conclude, ...
- **Compare**
  Detect correspondences between two ideas, objects, etc
  Synonyms: Contrast, match, map, ...
- **Explain**
  Construct a cause-and-effect model of a system.
  Synonyms: Construct models, ...

APPLY
Implement, carry out, use, ...
Can the student USE the new knowledge in another familiar situation?

- **Execute**
  Apply knowledge (often procedural) to a routine task.
  Synonyms: Carry out, ...
- **Implement**
  Apply knowledge (often procedural) to a non-routine task.
  Synonyms: Use, ...
ANALYZE

Compare, attribute, organize, deconstruct, ...

Can the student DIFFERENTIATE between constituent parts?

Differentiate
Distinguish relevant from irrelevant parts or important from unimportant parts of presented material.
Synonyms: Discriminate, select, focus, distinguish, ...

Organize
Determine how elements fit or function within a structure.
Synonyms: Outline, structure, integrate, find coherence

Attribute
Determine the point of view, bias, values, or intent underlying presented material.
Synonyms: deconstruct, ...

EVALUATE

Check, critique, judge, hypothesize, ...

Can the student JUSTIFY a decision or course of action?

Check
Detect inconsistencies or fallacies within a process or product. Determine whether a process or product has internal consistency.
Synonyms: Test, detect, monitor, ...

Critique
Detect the appropriateness of a procedure for a given task or problem.
Synonyms: Judge, ...

CREATE

Design, construct, plan, produce, ...

Can the student GENERATE new products, ideas or ways of viewing things?

Generate
Come up with alternatives or hypotheses based on criteria
Synonyms: Hypothesize

Plan
Devise a procedure for accomplishing some task.
Synonyms: Design, ...

Produce
Invent a product.
Synonyms: Construct, ...