



# Bloom's Taxonomy “Revised”

## Key Words, Model Questions, & Instructional Strategies

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*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?

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### 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
<del>apply</del>	<del>Predict what would happen if</del>	<del>Modeling</del>
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		

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### 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 . . .

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## **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

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## **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

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### *Web References:*

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**References:**

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