

# 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

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### 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  
show  
summarize  
tell  
translate

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

#### 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

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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

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

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### 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?  
Implicit in the statement is . . .

#### Instructional Strategies

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

## 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 Reference:

- <http://amath.colorado.edu/appm/courses/7400/1996Spr/bloom.html>
- <http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.htm>

### 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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Old Version



New Version