# 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
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# 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 (concept
indicate	Explain what is happening.	maps, outlines, flow charts organizers,
interrelate	What part doesn't fit?	analogies, pro/con grids) PRO CON
interpret	Explain what is meant.	NOTE: The faculty member can show
infer	What expectations are there?	them, but <u>they</u> have to do it.
judge	Read the graph (table).	Metaphors, rubrics, heuristics
match	What are they saying?	
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**

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? 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** 

# 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** 

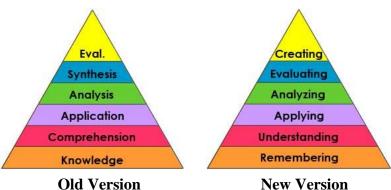
#### Web Reference:

- 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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